LIFE SKILLS ACADEMY

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Academy Introduction

Using the **Life Skills Academy** transparency **(T1)**, review the modules with the paraeducators before beginning the academy along with the following.

This academy is intended to provide the paraeducator with knowledge and skill in instructional methods and life skill support for youth and young adults who have moderate to severe cognitive, communicative, physical, or affective needs. The content addresses the role of the paraeducator in assisting the professionals on the team with transition planning and with the needs of students who are transitioning from school to community life and to adult roles and responsibilities.

Life Skills Academy

Module A: Life Skills and Community-Based Training for Elementary and Middle School Students

- *Describe the implications of a life-skills curriculum.*
- *Identify domain areas and embedded skills as they apply to elementary school students.*
- *Describe how community based training coincides with inclusion.*
- *Identify domain areas and embedded skills as they apply to middle school students.*

Module B: Self-Determination Skills

- *Describe how to help students conduct self-analyses.*
- *Describe how to present choices to students and encourage choice-making.*
- *Demonstrate the use of effective communication skills when coaching students.*
- *Demonstrate how to coach students in the use of effective communication skills.*
- *Demonstrate how to encourage students' exploration of interest areas.*
- *Demonstrate how to support students in their efforts to set goals, create plans, solve problems, identify and access resources, and make decisions.*

Module C: Life Skills and Community-Based Training for High School and Transition Students

- *Define domain areas and embedded skills for high school and transition students.*
- *Describe a person-centered planning process and how it determines what students are taught.*
- *Carry out IEP-based instruction in community settings.*
- *Define transition.*
- *Identify forms, agencies, and supports necessary for transition and how to access them.*

Module D: Vocational Skills and Job Coaching

- *Define the rationale for providing vocational instruction.*
- *Identify formal and informal vocational assessments.*
- *Describe the process of job development.*
- *Conduct a job site analysis, ecological inventory, task analysis, and discrepancy analysis.*
- *Demonstrate job matching procedures, modifications, and adaptations.*
- *Identify the embedded skills necessary for successful job performance.*
- *Identify natural supports for stability and the maintenance of jobs.*

Module A: Life Skills and Community-Based Training for Elementary and Middle School Students

Life Skills Academy
Module A: Life Skills and Community-Based Training for Elementary and Middle School Students

A. Energizer

Select an "ice breaker" activity that best meets your group's needs. The activity should enable first-time attendees in a training session to become acquainted with other participants and help build a climate of friendliness and informality.

B. Module Goals

Using the **Module A: Life Skills and Community-Based Training for Elementary and Middle School Students** handout and transparency **(H1/T1)**, review the goals of the module.

1. Describe the implications of a life-skills curriculum.
2. Identify domain areas and embedded skills as they apply to elementary school students.
3. Describe how community-based training coincides with inclusion.
4. Identify domain areas and embedded skills as they apply to middle school students.

Goal 1: Describe the implications of a life-skills curriculum.

1.1 Lecture: Skills Transition

Program design for students with moderate to severe disabilities has changed in recent years. In the past, curricula were modeled after sequences of normal development, as observed in a typical child. As a result of such programming, students were graduating from high school with few or none of the skills required in adult situations and environments.

Today, federal agency policies encourage a focus on a transition from school to work and the adult world as valuable educational outcomes for all students. Educators of students with moderate to severe disabilities, in order to meet a diverse group of needs, have been implementing programs which focus on four domains.

1. Domestic Living
2. Vocational
3. Leisure/Recreational Activities
4. Community Environments

Instruction is occurring in educationally inclusive settings, as well as in the community. Paraeducators today must be familiar with the foundational elements of programming for students in order to differentiate between meaningful and isolated skill development. The ability to use "long-term thinking" in working with elementary and middle school students strengthens a paraeducator's ability to implement meaningful modifications and participate fully with the educational team.

Present the **Skills Transition** transparency **(T2)**. Review the following points, reinforcing the concept of transitioning skills from elementary school through adult life.

- We must always look at the BIG picture. What are we preparing the student for?
- Skills (like the shades that become progressively darker in the transparency) are meant to compliment each other and be built on.
- When we look at the goals and objectives we are instructing to, we MUST ask the question, "How will this benefit the student at the next transition level and, ultimately, in his or her adult life?"
- An isolated skill (a skill that stays at a particular level and does not relate to the goal of independence) may appear as a blue dot in one of the squares. This takes time away from the instruction of functional skills that work towards the bigger picture. This can also have a "ripple" effect into other squares.

> ▪ Communication and knowledge of what skills are necessary to function at the next level is essential! We cannot teach effectively without a plan that involves persons and agencies outside of our "box."

1.2 Activity: What Is A Life-Skills Curriculum?

Paraeducators will participate in an activity to better understand the elements of a life-skills curriculum.

1.2.1 Steps
- ▪ Divide the class into groups of four.
- ▪ Present the **What Is A Life-Skills Curriculum** transparency **(T3)**.
- ▪ Have each group discuss the questions and record their responses.
- ▪ When finished, have the groups share their responses with the class. Record the responses on the transparency.

1.3 Discussion: Further Understanding the Life-Skills Curriculum

Review the following instructional points, integrating the group's responses from the previous activity into the discussion.

When you hear "Life Skills," what do you think of?
- ▪ The term "Life Skills" addresses the skills and experiences which prepare an individual to work, spend free time in a meaningful way, interact with others appropriately, have meaningful relationships, actively participate in the community, and actively participate in self-care and household responsibilities.

What types of skills are Life Skills?
- ▪ Life Skills are functional, age-appropriate skills that prepare students for actual adult experiences in the four domain areas.
  1. Domestic Living
  2. Vocational
  3. Leisure and Recreational Activities
  4. Community Environments
- ▪ Ask the groups to provide examples of skills that address functioning in the four domains. Their examples should include:
  1. Domestic:

➥ Grocery shopping,
➥ Food preparation, and
➥ Grooming and dressing.

2. Vocational:
➥ Filling out a job application, and
➥ Interviewing.

3. Leisure and Recreational Activities:
➥ Planning and participating in recreational activities.

4. Community Environments:
➥ Riding public transportation, and
➥ Accessing services, such as a hair salon.

Why teach Life Skills?

- There are many reasons to teach Life Skills, but most come down to this general goal: To prepare students for the transition into the adult world and allow them to live as independently as possible.

Is a Life-Skills curriculum an addition to the regular curriculum?

- A Life-Skills curriculum is not an addition to the regular curriculum. It is identifying elements of the curriculum that fit the needs of the student. It is an enhancement of the regular education curriculum that provides for the application of skills in their natural setting.

Where is a Life-Skills curriculum taught?

- A Life Skills curriculum is designed to be taught in the classroom and applied in "real-world" environments.

1.4 Activity: Life Skills In The Elementary Classroom

Paraeducators will participate in an activity analyzing the school environment using long-term thinking and identifying specific life skills that would be taught at the elementary level.

1.4.1 Steps

- Distribute the **Thinking About Life Skills In the Elementary Classroom** handout **(H2)** to each participant.
- Have the participants think of and record a life skill for each of the concepts on the handout, and then create one on their own. Set a time limit for completion, about 15-20 minutes.
- While the participants are working, write each concept on chart paper

(three to four per sheet), leaving adequate space for at least three responses to be written under each.

- When participants are finished, have them share their responses with the group.
- Record and discuss their responses on the chart paper. Examples of life skill responses would include:

	Skill/Concept		**Life Skill**
1.	*Recess....*	⇉	Taking breaks at work, using time to re-energize.
2.	*Teacher...*	⇉	Supervisor on job.
3.	*Arriving at school on time...*	⇉	Getting to work and appointments on time.
4.	*Buying a lunch...*	⇉	Making healthy food choices, handling money.
5.	*Asking a teacher for help...*	⇉	Asking questions appropriately (good communication).
6.	*Participating in group work...*	⇉	Being part of a team at work.
7.	*Moving around the building independently...*	⇉	Moving within the community independently.
8.	*Organizing school materials...*	⇉	Personal organization, organizing work materials.
9.	*P.E. ...*	⇉	Strengthen abilities that can be used in recreation and leisure.
10.	*Reading...*	⇉	Be able to follow a written recipe, understand signs in the community, look up community resources.
11.	*Counting...*	⇉	Manage money independently, cook.
12.	*Following teacher's directions...*	⇉	Following directions on the job, learn new skills.

1.5 Discussion: Further Understanding Life Skills

Lead a discussion regarding the ways in which the activities of this module have clarified the participants' understanding of what life skills are. Pose the following questions to facilitate discussion, asking the participants to respond to each. Check for understanding of the key concepts of this goal and clarify where needed.

- "In light of the activities we have done so far, define life skills."
- "How would you respond to a parent that makes the following statement, 'I want my child to participate in the regular curriculum, not be taken out of class to do life skills'?" Responses should include one or more of the following:
  - Life skills are taught and practiced in inclusive settings.
  - Traditional academics and life skills overlap and compliment each other.
  - When traditional academics are applied to daily living, they are life skills.
- "Think of a child you are currently working with. Name one skill that you have introduced and practiced that is a life skill. How will that child use that skill in five years? In 10 years?"
- "What is a life skills curriculum?"
- "What skills are examples of life skills and how do we differentiate between life skills and traditional academic skills?"
- "Why do we teach life skills?"
- "Where are life skills taught?" Refer to the previous activity and discuss where the life skills identified by the group would be taught.

Goal 2: *Identify domain areas and embedded skills as they apply to elementary school students.*

2.1 Lecture: Key Terms

Present and review the **Key Terms** handout and transparency **(H3/T4)**. Community-based training can be defined as the instruction, application, practice, and evaluation of functional skills in natural settings. Embedded skills can be defined as functional skills that are incorporated into the larger curriculum (social, communication, motor, and academics). There are four domain areas.

1. Domestic: Addresses skills needed to actively participate in self-care and household responsibilities.
2. Vocational: Addresses skills needed to secure and maintain employment.
3. Recreation and Leisure: Addresses the skills and experiences which facilitate meaningful use of free time.
4. Community: Addresses skills needed to actively participate in the community.

2.2 Discussion: Embedded Skills

Present the **Embedded Skills Examples** transparency **(T5)**. Review the following scenario, illustrating the embedded skills.

Sam's social studies class is working in teams writing reports on the histories of different states. Sam's group, which consists of four students in regular education, is studying Alaska. Sam will have the opportunity to work on the following embedded skills.

- Social
  ➥ Sam gets to work on building relationships with his peers.
- Communication
  ➥ Sam practices communicating his thoughts clearly by using techniques that he has been taught by the speech therapist.
- Motor
  ➥ Sam works on fine motor skills when cutting out pictures for a visual display that the group is creating.
- Academics
  ➥ Sam has the opportunity to practice reading for information, which strengthens his skills.

2.3 Activity: Chandra's Story

Paraeducators will participate in an activity applying their knowledge of embedded skills.

2.3.1 Steps

- Present and have the participants read the **Chandra's Story** handout **(H4)**.
- While they are reading, write the following questions on chart paper, leaving room for responses.
  - ➥ How was community based training used in educating Chandra?
  - ➥ If you were to continue Chandra's story, what would be the next step? Why?
  - ➥ What embedded skill did Chandra need to work on in order to be successful?
  - ➥ What domain areas were being addressed? Explain.
- When finished, have the participants answer the questions in a large-group format, recording their responses on the chart paper.
- Have the participants count off by four and divide into groups accordingly, all 1's together, all 2's together, all 3's together, all 4's together.

Note to Instructor: Advise the participants to note who their group members are, as these same groups will be used again for later activities.

- Identify one person in each group as the spokesperson.
- Assign each group one of two embedded skills areas, either social or motor. Communication and academics are included in the original example and, therefore, will not be used.
- Have each group rewrite the end of the story, beginning with "The teacher evaluates further and discovers..." The new endings should describe the steps necessary to correct the problem after identified.
- When finished, have the groups return to the large-group setting and ask each spokesperson to share their group's new ending.
- As each group shares their story, provide feedback on how well their new ending demonstrates their understanding of embedded skills. Redirect and reteach where necessary.

2.4 Discussion: Skills Within Domain Areas

Present the **Skills Within Domain Areas** transparency **(T6)**. Ask the participants to identify skills for each of the four domains. Record their responses on the transparency.

Examples may include the following:

- Domestic
  - ➥ Taking care of dental hygiene independently,
  - ➥ Learning to use the phone, and
  - ➥ First-aid techniques.
- Vocational
  - ➥ Following written instructions;
  - ➥ Writing clearly when filling out an application for employment; and
  - ➥ Memorizing personal information, such as address, phone number, and social security number.
- Recreation and Leisure
  - ➥ Being able to use the local recreation center, and
  - ➥ Following rules in a game.
- Community
  - ➥ Accessing public transportation, and
  - ➥ Awareness of community resources and locations.

2.5 Activity: Identifying Domain Areas

Paraeducators will participate in an activity applying what they have learned about domain areas at the elementary school level.

2.5.1 Steps

- Have the participants return to the groups used in **2.3 Activity: Chandra's Story**.
- Assign each group a student profile, distributing the appropriate handout along with the **Functional Goal Development in the Four Domain Areas:** *Elementary School* handout **(H5)**.
  - ➥ Group 1: **Elementary School Student Profile 1 (H6)**
  - ➥ Group 2: **Elementary School Student Profile 2 (H7)**
  - ➥ Group 3: **Elementary School Student Profile 3 (H8)**
  - ➥ Group 4: **Elementary School Student Profile 4 (H9)**
- Have the groups discuss and record various goals and objectives that would be appropriate for their assigned student.
- When finished, have the groups return to the large-group setting and share their group's goals and objectives, along with the rationale for each.
- As each group responds, ask the following questions of the group and discuss the responses as a class.
  - ➥ Do your goals take into consideration what the student will need at

the middle level?

➡ How will these goals provide skills that the student will need as an adult?

➡ Are these goals age appropriate?

➡ Where can these objectives be taught?

➡ Where will the student apply these goals?

■ After each group has shared their goals and objectives, present the **Functional Goal Development in the Four Domains:** *Sample* transparency **(T7)**. Review this sample for Student Profile 4 and ask the group to compare the sample to their responses.

2.6 Activity: Identifying Embedded Skills

Paraeducators will participate in an activity in which they will identify embedded skills for each domain area.

2.6.1 Steps

■ Using the **Embedded Skills** transparency **(T8)** review the definition of embedded skills and how to identify embedded skills in a curriculum.

■ Have the participants return to their groups.

■ Distribute the **Identifying Embedded Skills:** *Elementary School* handout **(H10)** and instruct the groups complete the handout. They will need to refer to their completed **Functional Development in the Four Domains:** *Elementary School* handout **(H5)**.

■ When finished, ask each group to share one objective and group of embedded skills with the class. Record the responses on the **Identifying Embedded Skills:** *Elementary School* transparency **(T9)**.

Note to Instructor: The objective should go in the rectangular box, embedded skills in the square. Try to pull objectives from each of the domain areas.

Goal 3: Describe how community-based training coincides with inclusion.

3.1 Lecture: Community-Based Training and Inclusion

Distribute the **Community-Based Training and Inclusion** handout **(H11)**. Students with developmental disabilities have been described as having difficulties in generalizing what they have learned. A student may be able to demonstrate a particular skill in school, but have difficulty demonstrating that skill at home or in the community. A student may also demonstrate differences within the school. For example, a student can tie his own shoes for the paraeducator, but appears to not have that skill when with the occupational therapist. Rather than continuing to work on some skills in the classroom and other school settings, it may be more advantageous to teach, practice, and evaluate the skills directly where they will be needed, in other words, in actual community situations and settings where the need for the skill is most likely to occur. Consequently, the issue of where to teach can be equally as important as deciding what to teach. This relates to inclusion in three important ways.

- Basic skills are vital to teaching higher level skills and being able to apply them in community settings. For example, before a student can go into the community and practice shopping and paying for an item, he or she must first possess a wide variety of sub-skills. These skills might include identifying and adding counts, speaking at an appropriate volume to be understood, reading for information, etc. These sub-skills can be taught in a regular-education environment, within a regular-education curriculum.
- Some educational settings cannot and should not be recreated in a regular-education classroom. For example, accessing public transportation or ordering and paying for a meal in a restaurant.
- What is inclusion to a high school graduate? The community. This is the setting where all students will spend the next 40, 50, 60+ years. What could be more inclusive than belonging in their own community?

3.2 Lecture: Benefits of Community-Based Instruction

Present and review the **Benefits of Community-Based Instruction** handout and transparency **(H12/T10)**. Community-based instruction...

- Promotes inclusion in real environments with peers, family, and community members.
- Exposes students to a variety of experiences, enhancing opportunities for choice and participation.

- Prepares the student for adulthood by teaching skills that will be used throughout their life.
- Increases expectations of family and community members in terms of the potential of individuals with disabilities.
- Provides information on the student's individual preferences and plans for post-school life.
- Provides opportunities for social and interpersonal communication with a variety of community members.

3.3 Assignment: Understanding the Benefits of Community-Based Instruction

Distribute the **Benefits to Community-Based Instruction** assignment **(A1)**. Instruct the participants to draw from their own experiences or interview their supervising teacher to find real-life examples of students that have experienced the benefits of community-based instruction. The examples should describe community-based experiences the student has participated in and how those experiences have impacted that student in a positive way. Participants should also explain how that experience related to promoting inclusion for that student. Instruct the participants to review to the **Benefits of Community-Based Instruction** handout **(H12)** as needed. Have the participants bring their examples to class, where they will illustrate how the example supports the points made in this goal.

Note to Instructor: Remind participants that inclusion can describe involvement in any environment or activity as same-aged peers. The completion date is up to the discretion of the instructor, based on the group's needs. Set aside 20-30 minutes for the participants to share their examples in the class session the assignment is to be completed by.

Goal 4: *Identify domain areas and embedded skills as they apply to middle school students.*

4.1 Activity: Identifying Domain Areas

Paraeducators will participate in an activity applying what they have learned about domain areas at the middle school level.

4.1.1 Steps

- Have the participants return to their groups.
- Assign each group a student profile, distributing the appropriate handout along with the **Functional Goal Development in the Four Domain Areas:** *Middle School* handout **(H13)**.
  ➥ Group 1: **Middle School Student Profile 1 (H14)**
  ➥ Group 2: **Middle School Student Profile 2 (H15)**
  ➥ Group 3: **Middle School Student Profile 3 (H16)**
  ➥ Group 4: **Middle School Student Profile 4 (H17)**
- Have the groups discuss and record various goals and objectives that would be appropriate for their assigned student.
- When finished, have the groups return to the large-group setting and share their group's goals and objectives, along with the rationale for each.
- As each group responds, ask the following questions of the group and discuss the responses as a class.
  ➥ Do your goals take into consideration what the student will need at the next level?
  ➥ How will these goals provide skills that the student will need as an adult?
  ➥ Are these goals age-appropriate?
  ➥ Where can these objectives be taught?
  ➥ Where will the student apply these goals?

4.2 Activity: Identifying Embedded Skills

Paraeducators will participate in an activity in which they will identify embedded skills for each domain area.

4.2.1 Steps

- Using the **Embedded Skills** transparency **(T8)** review the definition of embedded skills and how to identify embedded skills in a curriculum.
- Have the groups return to their groups.
- Distribute the **Identifying Embedded Skills:** *Middle School* handout **(H18)** and instruct the groups complete the handout. They will need to refer to their completed **Functional Development in the Four Domains:** *Middle School* handout **(H13)**.
- When finished, ask each group to shar one objective and group of embedded skills with the class. Record the responses on the **Identifying Embedded Skills:** *Middle School* transparency **(T11)**.

Note to Instructor: The objective should go in the rectangular box, embedded skills in the square. Try to pull objectives from each of the domain areas.

Module A Handouts

Module A: Life Skills and Community-Based Training for Elementary and Middle School Students

1.   Describe the implications of a life-skills curriculum.

2.   Identify domain areas and embedded skills as they apply to elementary school students.

3.   Describe how community-based training coincides with inclusion.

4.   Identify domain areas and embedded skills as they apply to middle school students.

Thinking About Life Skills In The Elementary Classroom

Create a life skill that relates with a skill or concept commonly demonstrated in elementary school. For example, if given the elementary school skill/concept of inviting a friend to play, the corresponding life skill could be developing social relationships as an adult.

	Elementary School Skill/Concept		**Life Skill**
1.	*Recess....*	⇒	
2.	*Teacher...*	⇒	
3.	*Arriving at school on time...*	⇒	
4.	*Buying a lunch...*	⇒	
5.	*Asking a teacher for help...*	⇒	
6.	*Participating in group work...*	⇒	
7.	*Moving around the building independently...*	⇒	
8.	*Organizing school materials...*	⇒	
9.	*P.E. ...*	⇒	
10.	*Reading...*	⇒	
11.	*Counting...*	⇒	
12.	*Following teacher's directions...*	⇒	

Create Your Own
| 13. | | ⇒ | |

Key Terms

Community-Based Training
- The instruction, application, practice, and evaluation of functional skills in natural settings.

Embedded Skills
- Functional skills that are incorporated into the larger curriculum (social, communication, motor, and academics).

Domain Areas
1. Domestic
   ➡ Addresses skills needed to actively participate in self-care and household responsibilities.
2. Vocational
   ➡ Addresses skills needed to secure and maintain employment.
3. Recreation and Leisure
   ➡ Addresses skills and experiences which facilitate meaningful use of free time.
4. Community
   ➡ Addresses skills needed to actively participate in the community.

Chandra's Story

In math, Chandra has been learning to add coins and bills. The teacher has discussed the *Next-Dollar Strategy* (rounding change up to the next dollar). Chandra has been successful using this strategy in role-play situations during math. As a next step, Chandra is given five one-dollar bills and taken to a local grocery store to purchase a loaf of bread. When Chandra gets to the checkout lane, she is told by the cashier that the total is $2.35. Chandra hands the cashier $2.00. The paraeducator verbally prompts Chandra to rethink her payment and walks her through the steps. The paraeducator later reports back to Chandra's teacher what he has observed. This allows the teacher to evaluate Chandra's comprehension of the *Next-Dollar Strategy* and her ability to apply what she knows in a real-life setting. *The teacher evaluates further and discovers that Chandra was not able to auditorily process the cost given to her quickly enough and she became confused. During the next week, Chandra is taught how to "slow down" and ask for clarification when she is confused. She is also given opportunities to practice this new skill in math, reading class, and lunch.*

New Ending:

Functional Goal Development in the Four Domains: *Elementary School*

Student Profile #_____   **Grade:_____**

Considering the four domain areas (domestic, vocational, community, and recreation/leisure), develop one goal with two objectives for each domain. For example, under the *domestic domain:*

> ***Goal:*** The student will improve functional math skills.
> ***Objectives:***
> 1. The student will be able to count by 5's up to 100 with 90% accuracy.
> 2. The student will be able to identify the following coins with 100% accuracy: penny, nickel, dime, and quarter.

Domestic Domain
Goal:
Objectives:
1.

2.

Community Domain
Goal:
Objectives:
1.

2.

Vocational Domain
Goal:
Objectives:
1.

2.

Recreation and Leisure Domain
Goal:
Objectives:
1.

2.

Student Profile 1: *Elementary School*

Student: Sam
Disability: Down Syndrome
IQ: 53
Grade: 4

Description:
- Student with visual impairment.
- Slightly overweight.
- Heart surgery at age two, no continuing issues.

Strengths:
- Has fourth grade friends in regular education.
- Likes school.
- Recognizes all the letters in the alphabet.
- Reads 40 sight words.
- Can count up to 20.
- Uses the bathroom independently.
- Independently walks to and from specials, lunch, and recess with class.

Weaknesses:
- Speech is unclear.
- Has difficulty with gross and fine motor tasks.
- At times, refuses to follow directions, will attempt to sit under desks or tables.
- Poor auditory comprehension, although has passed hearing tests.
- Visually impaired, wears glasses occasionally.
- Socially immature.

Student Profile 2: *Elementary School*

Student: Emily
Disability: Aicardi Syndrome (genetic disorder)
IQ: Unknown, no formal testing scores.
Grade: 3

Description:

- Uses a wheelchair.
- Limited communication skills (no verbal speech).
- High custodial needs (full assistance for eating and using the restroom).
- Seizure disorder.

Strengths:

- Happy child.
- Indicates choices with eye gaze and smile.
- Recognizes caregivers and school staff that she sees regularly.
- Appears to react appropriately to humor.
- Enjoys being in regular education classroom.
- Has the ability to grasp objects with her left hand and apply pressure with her left foot.

Weaknesses:

- Multiple physical handicaps.
- Tactilely defensive.
- Strong startle reflex, can cause seizure activity.
- Lack of communication skills.

Student Profile 3: *Elementary School*

Student: Jason

Disability: Significantly Limited Intellectual Capacity (cause unknown), Posttraumatic Stress Disorder

IQ: 59

Grade: 2

Description:

- Functions below IQ.
- Uses "baby talk" and limits speech to one and two word phrases.
- Does not acknowledge peers.
- Taken from biological parents at age three. There have been two brief foster placements. He is currently living in a group home with nine other children with developmental delays.

Strengths:

- Able to communicate needs.
- Can count to 10 (no one-to-one correlation).
- Has the *ability* to use the bathroom independently and feed himself.
- Has started to respond to a behavior management program, but inconsistently.
- Age-appropriate gross motor skills.

Weaknesses:

- Needs one-to-one supervision due to poor impulse control and temper tantrums.
- Does not demonstrate any pre-reading skills.
- Delayed fine motor skills.
- Does not work independently, needs constant prompting to stay on task.
- Can become physically aggressive.

Student Profile 4: *Elementary School*

Student: Karen
Disability: Autism
IQ: Testing has been called unreliable, parents feel that IQ is above average.
Grade: 5

Description:

- Student uses facilitated communication to make needs known and complete school assignments.
- Student can be self-abusive and physically aggressive toward others.
- Parents want 100% inclusion, no modified grades or curriculum.
- Full-time paraeducator is assigned.

Strengths:

- Facilitated communication is successful, but requires extra time.
- Student is at grade level in math.
- Age-appropriate gross motor skills.
- Enjoys being with peers and makes attempts to communicate through facilitated communication.
- Has spoken two words this year…her first.

Weaknesses:

- Does not demonstrate ability to read independently.
- Weak auditory comprehension skills.
- Poor socialization skills related to self-abusive and physically aggressive behaviors.
- Does not initiate use of augmentative communication device (for facilitated communication).
- Poor fine motor skills.
- Does not demonstrate self-help skills (grooming, use of bathroom, etc.).

Identifying Embedded Skills: *Elementary School*

Embedded skills are functional skills that are incorporated into the larger curriculum (social, communication, motor, and functional academic skills). Choose two objectives and complete the following:

Objective 1:

➥ Domain:

➥ Embedded Skills:

Objective 2:

➥ Domain:

➥ Embedded Skills:

Community-Based Training and Inclusion

Community-based training and inclusion are related in three important ways.

1.   Basic skills are vital to teaching higher-level skills and being able to apply them in community settings.

2.   Some educational settings cannot and should not be recreated in a regular education classroom.

3.   What is inclusion to a high school graduate? *The community*. This is the setting where all students will spend the next 40, 50, 60+ years. What could be more inclusive than belonging in their own community?

Benefits to Community-Based Instruction

- Promotes inclusion in real environments with peers, family, and community members.

- Exposes students to a variety of experiences, enhancing opportunities for choice and participation.

- Prepares the student for adulthood by teaching skills that will be used throughout their life.

- Increases expectations of family and community members in terms of the potential of individuals with disabilities.

- Provides information on a student's individual preferences and plans for post-school life.

- Provides opportunities for social and interpersonal communication with a variety of community members.

Functional Goal Development in the Four Domains: *Middle School*

Student Profile #_____   **Grade:_____**

Considering the four domain areas (domestic, vocational, community, and recreation/leisure), develop one goal with two objectives for each domain. For example, under the *domestic domain:*

Goal: The student will improve functional math skills.
Objectives:
1.   The student will be able to count by 5's up to 100 with 90% accuracy.
2.   The student will be able to identify the following coins with 100% accuracy: penny, nickel, dime, and quarter.

Domestic Domain
Goal:
Objectives:
1.

2.

Community Domain
Goal:
Objectives:
1.

2.

Vocational Domain
Goal:
Objectives:
1.

2.

Recreation and Leisure Domain
Goal:
Objectives:
1.

2.

Student Profile 1: *Middle School*

Student: Sam
Disability: Down Syndrome
IQ: 53
Grade: 7

Description:
- Has visual impairment.
- Slightly overweight.
- Heart surgery at age two, no continuing issues.

Strengths:
- Interacts with and is accepted by peers.
- Likes school.
- Reading at a third-grade level.
- Reading comprehension is at a 2.1-grade level.
- Can count up to 100.
- Can count by 5's and 10's.
- Recognizes and knows the value of all coins and bills up to $20.
- Can tell time at the hour and half-hour.

Weaknesses:
- Speech is difficult to understand.
- Has difficulty with gross and fine motor tasks.
- At times, refuses to follow directions.
- Poor auditory comprehension, although has passed hearing tests.
- Socially immature.

Student Profile 2: *Middle School*

Student: Emily
Disability: Aicardi Syndrome (genetic disorder)
IQ: No formal testing scores
Grade: 8

Description:
- Uses a wheelchair.
- Limited communication skills (no verbal speech).
- High custodial needs (full assistance for eating and using the restroom).
- Seizure disorder.

Strengths:
- Happy child.
- Indicates choices with eye gaze, smile, and augmentative communication device.
- Recognizes caregivers and school staff that she sees regularly.
- Appears to react appropriately to humor.
- Enjoys being with friends in regular education in the eighth grade.
- Has the ability to grasp objects with her left hand and apply pressure with her left foot.

Weaknesses:
- Multiple physical handicaps.
- Tactilely defensive.
- Strong startle reflex, can cause seizure activity.
- Lack of communication skills.

Student Profile 3: *Middle School*

Student: Jason
Disability: Significantly Limited Intellectual Capacity (cause unknown), Posttraumatic Stress Disorder
IQ: 59
Grade: 8

Description:

- Uses "baby talk" occasionally.
- Has two meaningful peer relationships.
- Taken from biological parents at age three. There have been two brief foster placements and a six-year placement in a group home. He was adopted at the age of 10 and has had success with the family.

Strengths:

- Reading at a second-grade level.
- Can count to 20 with one-to-one correlation.
- Demonstrates self-help skills.
- Successful with a structured behavioral program.
- Age-appropriate gross motor skills.
- Can tell time at the hour and half-hour.
- Money skills are at the fourth-grade level.
- Has the ability to ride public transportation independently.

Weaknesses:

- When frustrated, will have "meltdowns," one per month on average.
- Delayed fine motor skills.
- Has difficulty working independently, needs one-to-one often.
- Difficulty with personal boundaries.

Student Profile 4: *Middle School*

Student: Karen
Disability: Autism
IQ: Testing has been called unreliable, parents feel that IQ is above average.
Grade: 7

Description:

- Uses facilitated communication to make needs known and complete school assignments.
- Can be self-abusive and physically aggressive toward others.
- Parents want 100% inclusion, no modified grades or curriculum.
- Full-time paraeducator is assigned.

Strengths:

- Facilitated communication is successful, but requires extra time.
- Student is at grade level in math.
- Age-appropriate gross motor skills.
- Enjoys being with peers and makes attempts to communicate through facilitated communication.
- Will initiate use of communication device to get needs met.

Weaknesses:

- Does not demonstrate ability to read independently.
- Weak auditory comprehension skills.
- Socially impaired due to self-abusive and physically aggressive behaviors.
- Poor fine motor skills.

Identifying Embedded Skills: *Middle School*

Embedded skills are functional skills that are incorporated into the larger curriculum (social, communication, motor, and functional academic skills). Choose two objectives and complete the following:

Objective 1:

➡️   Domain:

➡️   Embedded Skills:

Objective 2:

➡️   Domain:

➡️   Embedded Skills:

Module A Assignments

Benefits to Community-Based Instruction

Draw from your own experiences or interview your supervising teacher to find real-life examples of students that have experienced the benefits of community-based instruction. The examples should describe community-based experiences the student has participated in and how those experiences have impacted that student in a positive way. Explain how that experience related to promoting inclusion for that student. Review the **Benefits of Community-Based Instruction** handout **(H11)** as needed. Bring your examples to class, where you will illustrate how the example supports the points made in *Goal 3: Describe how community-based training coincides with inclusion*.

Module A Transparencies

Module A: Life Skills and Community-Based Training for Elementary and Middle School Students

The PAR'A Center

- *Describe the implications of a life-skills curriculum.*

- *Identify domain areas and embedded skills as they apply to elementary school students.*

- *Describe how community-based training coincides with inclusion.*

- *Identify domain areas and embedded skills as they apply to middle school students.*

Skills Transition

The PARA Center

Elementary School

Middle School

High School

LIFE

What is a Life-Skills Curriculum?

The PAR'A Center

- *When you hear "Life Skills," what do you think of?*

- *What types of skills are Life Skills?*

- *Why teach Life Skills?*

- *Is a Life-Skills curriculum an addition to the regular curriculum?*

- *Where is a Life-Skills curriculum taught?*

Key Terms

The PAR²A Center

- **Community Based Training**

- **Embedded Skills**

- **Domain Areas**
  - ➥ **Domestic**

  - ➥ **Vocational**

  - ➥ **Recreation/Leisure**

  - ➥ **Community**

Embedded Skills Examples

- *Social*
  - *Sam gets to work on building relationships with his peers.*

- *Communication*
  - *Sam practices communicating his thoughts clearly by using techniques that he has been taught by the speech therapist.*

- *Motor*
  - *Sam works on fine motor skills when cutting out pictures for a visual display that the group is creating.*

- *Academics*
  - *Sam gets the opportunity to practice reading for information, which strengthens his skills.*

Skills Within Domain Areas

The PARA Center

Domestic

- ■
- ■
- ■

Vocational

- ■
- ■
- ■

Recreation and Leisure

- ■
- ■
- ■

Community

- ■
- ■
- ■

Functional Goal Development in the Four Domains: Sample

The PAR'A Center

Student: Karen   **Grade:** 5

Domestic Domain

Goal: Student will improve self-care skills.

Objective 1: Student will initiate communication (with augmentative communication device or sign language) that indicates her need to use the restroom at least three times per week.

Objective 2: Student will throw away trash from her sack lunch after eating with one physical prompt four out of five times a week.

Vocational Domain

Goal: Student will increase awareness of vocational careers.

Objective 1: Student will complete the Heimbach Elementary Vocational Survey in Computer Lab.

Objective 2: Student will fill out the Career Day Choice Survey using facilitated communication.

Community Domain

Goal: Student will participate in all regular education community outings.

Objective 1: Student will type a plan with three alternatives that she may choose from if she becomes frustrated during the outing.

Objective 2: Student will carry and, when given a verbal prompt, independently access her fanny pack for bus pass, money, and ID.

Recreation and Leisure Domain

Goal: Student will increase her knowledge of recreation and leisure time activities.

Objective 1: Student will participate in a "Circle of Friends" group once a week at lunch.

Objective 2: Student will learn one new board or card game per semester and demonstrate the ability to follow game rules in her "Circle of Friends" group.

Embedded Skills

Objective: The student will be able to make a purchase for $5.00 or less at the grocery store independently at least once a month.

Social Skills
- *When speaking with store employees, student will maintain appropriate physical proximity.*

Communication Skills
- *Use appropriate speech volume and speed to be understood by store employees.*

Motor Skills
- *Student will navigate grocery cart independently.*

Functional Academics
- *Student will practice adding coins and bills up to $5.00 in mathematics.*

Identifying Embedded Skills:
Elementary School

The PAR²A Center

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Benefits to Community-Based Instruction

The PARA Center

- *Promotes inclusion in real environments with peers, family, and community members.*

- *Exposes students to a variety of experiences, enhancing opportunities for choice and participation.*

- *Prepares the student for adulthood by teaching skills that will be used throughout their life.*

- *Increases expectations of family and community members in terms of the potential of individuals with disabilities.*

- *Provides information on a student's individual preferences and plans for post-school life.*

- *Provides opportunities for social and interpersonal communication with a variety of community members.*

Identifying Embedded Skills:
Middle School

The PAR'A Center

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Module B: Self-Determination Skills

Life Skills Academy
Module B: Self-Determination Skills

A. Module Goals

Using the **Module B: Self-Determination Skills** handout and transparency **(H1/T1)**, review the goals of the module.

1. Describe how to help students conduct self-analyses.
2. Describe how to present choices to students and encourage choice-making.
3. Demonstrate the use effective communication skills when coaching students.
4. Demonstrate how to coach students in the use of effective communication skills.
5. Demonstrate how to encourage students' exploration of interest areas.
6. Demonstrate how to support students in their efforts to set goals, create plans, solve problems, identify and access resources, and make decisions.

A.1 Lecture: Self-Determination

It will be important to evaluate the participants' prior knowledge of self-determination. Without an understanding of this concept, the skills presented will be isolated instructional strategies. If it is found that participants do not possess a working knowledge of the concept of self-determination, use the **Self-Determination** transparency **(T2)** to provide an overview. For those who do have a strong working knowledge of the topic, this will serve as a review. As the group moves through each goal, it will be important to relate the acquisition of the skill(s) back to this concept of self-determination.

Self-determination is not a new concept. It refers to the right of people to self-govern. In a democratic society, self-determination is a core value and principle.

For people with disabilities, self-determination has been a term used to refer to an individual having control over his or her life and destiny.

Individuals who leave school better prepared to set goals, make decisions, solve problems, and self-advocate will be more capable of taking control in and of their lives.

Goal 1: Describe how to help students conduct self-analyses.

1.1 Discussion: Understanding Self-Analysis

Engage the participants in a discussion exploring the concept of self-analysis. Participants will gain an understanding of the need for self-analysis by discussing how it fits into the greater developmental picture of choice and decision-making. Pose the following questions to the group and ask for responses.

- In what areas of your life do you find yourself conducting self-analysis?
- What processes do you use to conduct self-analysis?
- Why is it important for students to be able to conduct self-analysis?
- How might this apply to the goal of self-determination?

Ask the participants to think about the scenario below. Pose the questions that follow to the group and ask for responses.

- You have been in seclusion for some time. One day, someone comes and picks you up, takes you to a department store, and instructs you to select and purchase an outfit for a trip that you will be taking the following day.
  - What might your response be?
  - What questions might you ask?
  - Where am I going?
  - What do I need?
  - Do I have the resources to get what I need (i.e., money)?

Now, ask the participants to imagine how they would approach the situation if they didn't even know what questions to ask.

- What would it be like to not have basic information about yourself (what color or style you liked or disliked, what size you wore, etc.)?
- How would you deal with the situation if you had no way to communicate your questions, feelings, or need for help?

When examining normal patterns of development in children and adults, one will find that early in life children need to be provided with opportunities to make choices and experience the outcomes (or consequences) of those choices. This process occurs as part of children's growing knowledge about themselves, their preferences, and their strengths and limitations.

Pose the following question to the group and ask for responses.

- Do we provide children with disabilities the same room for exploration as their non-disabled peers?

Children with disabilities may face a variety of barriers to typical exploration, including:

- Medical/physical limitations;
- Communication differences;
- Stereotypes believed by others regarding individuals with disabilities;
- Lack of opportunities; and
- An increase in family and professional service involvement, which can "take over" for the child by "assigning" and "prescribing" activities that address the child's disability.

Pose the following question to the group and ask for responses.

- If children with disabilities are not provided the same room for exploration as their peers without disabilities, how will their self-concept and capacity for making choices and decisions be affected?

If an individual has not been a participant, much less a director, in his or her own life, the following may occur:

- The child will become dependent on others to define him or herself.
- The child will not have an understanding of the options available.
- The child will not have an understanding of the consequences of various options available through the choice-making process.
- The child will not be able to identify and solve simple problems.
- The child will not have the necessary communication skills to assert him or herself.
- The child may develop inappropriate, antisocial behaviors to assert his or her needs and wants.

1.2 Lecture: Conducting Self-Analyses

It is never too early or too late to provide students with opportunities to explore interests and strengths, opportunities which facilitate a greater understanding of who they are. Exposure and need for support will vary from individual to individual. It is important to keep in mind that self-analysis is not a product, but a process that continues throughout a lifetime. It is more important to teach and support the process than to create a product and present that as an end result to a student.

Distribute the **Self-Analysis** handout **(H2)**. How to conduct or facilitate self-analysis can be explored in terms of suggestions for areas of exploration, communication strategies for the paraeducator, and activities that promote discussion and identification by the student.
Areas of Exploration
The goal of conducting self-analysis is to facilitate students' development of a self-concept,

knowing themselves. In order for a student to know him or herself, begin with the basics, and help students to understand how knowing these things can help them build on their strengths and express their ideas, wants, and needs to significant people in their lives.

- What are your likes and dislikes?
- What things do you do well?
- What things do you need help with?
- What are you goals and dreams?

Communication Strategies

It is important to learn how to communicate with students when facilitating identification and disclosure about who they are and what they want.

- Reflect Observations
  - ➥ Notice what students say and do in reaction to their environment. Communicate your observations to the student, check for accuracy, and get their feedback. For example, "Wow, Gary, you seem to know so much about the weather. Is that something you're really interested in?" or "Jessica, I have been noticing that when it is time for math, you look frustrated. You fold your arms, frown, and look down at the floor. Can you tell me what's going on?"
- Reflect Patterns
  - ➥ Notice and reflect patterns of interest, enjoyment, challenge, etc. For example, "Mario, you have been doing so well with following the directions I have given in class and I also noticed that when the teacher reads a story aloud and asks questions, you seem to remember a lot about the story. You seem to be a really good listener. What do you think?" or "Sasha, I've been noticing your CDs. You have Shania Twain, Vince Gil, and Faith Hill. These are all country singers. Is country music your favorite? What other singers do you like?"
- Remain Open-Minded
  - ➥ Resist the urge to communicate verbal and nonverbal judgment. The goal is to facilitate the student's self-awareness, not to "form" who the student is. Showing or verbalizing approval or disapproval may modify the student's behavior, which is not the goal. The student may also be reluctant in the future to discuss or disclose his or her opinions and preferences. For example, Keena has just shared with you that she likes listening to a rap artist that you have heard uses violent themes in some of his songs. Avoid grimacing or demonstrating other nonverbal forms of disapproval, as well as comments like, "I won't even let my son listen to that. The language

is not appropriate for someone your age."

Activities

Activities may be used to encourage discussion and identification of characteristics that are part of making up who we are. More importantly, students receive practice in going through the process of self-analysis. This, as discussed earlier, is far more important than the "product" created in an activity. Some examples of activities include:

- Creating a scrapbook or writing an autobiography.
- Provide students with a structure for evaluating their experiences (classes, community outings, jobs, etc.). This provides students with an opportunity to discuss:
    - What they liked and/or disliked about an experience.
    - What strengths they discovered and/or rediscovered through an experience.
    - What needs they discovered and/or rediscovered through an experience.
    - What hopes, goals, and other realizations came from an experience.
- Provide students with opportunities (vocational, recreational, educational, etc.). This is for all ages and educational levels. Vocational opportunities may include, but are not limited to, visiting job sites, job shadowing, and volunteer experience. For example, you have a student at the middle school level that wants to be a fireman. You could arrange to have that student visit the local fire department for a tour to conduct an interview to find out what firemen do, and/or participate in some daily routines that are performed at the fire station. These experiences and the resulting evaluations of these experiences provide opportunities for self-analysis.
- Build in "free time." Give students opportunities to show you what they are interested in and how they approach deciding what they want to do. This can provide valuable information for helping students to conduct self-analyses.

1.3 Discussion: Further Understanding Self-Analysis

Use the following questions to engage the participants in a discussion regarding self-analysis. Ask for responses and further clarify through discussion where needed.

- How does a student's ability to conduct self analyses relate to a self-determined life?
- What characteristics are demonstrated by a student that has ongoing opportunities for self-analysis?

- What role can paraeducators play in assisting and supporting students with self-analyses?
- What impact does communication between the paraeducator and student have on self-analysis?
- What other activities can you think of that would provide opportunities for self-analyses? Identify how this would support the process of self-analysis.

Present and review the **Keep In Mind...** transparency **(T3)**.

Goal 2: Describe how to present choices to students and encourage choice-making.

2.1 Discussion: The Issue of Choice- and Decision-Making

Every person, regardless of disability, has the right and the ability to communicate and express preferences and choices in order to have some control over his or her daily life.

Present and review the **Characteristics of Students That...** transparency **(T4)**. Ask the participants to add to the list, recording their responses on the transparency.

One of the best ways to empower people with severe disabilities is to encourage them to make choices and communicate more throughout their daily lives. As difficult as it may be to acknowledge, the everyday preferences of individuals with severe disabilities are often ignored or discounted because the way in which the desires are expressed may be viewed as:

- Aberrant,
- Off task,
- Noncompliant,
- Inappropriate,
- Excessive,
- Challenging,
- Aggressive, and/or
- Nonsensical.

The reality is that all behavior is communication. These may be real attempts to communicate valid wants, needs, fears, wishes, etc.

It is important to also recognize that choices and preferences can be expressed in a variety of ways, including: pointing, smiling or using facial expressions, gesturing, signing, using a picture board, eye gazing, the selection of one item over another, nodding or shaking one's head, a change in volume of speech or vocalizations, etc.

A person's ability to express preference or choice can be limited by another person's unwillingness or inability to understand what the person is saying and how they are saying it. When it can be realized that many students have lived much of their lives with little or no practice in even making choices and/or decisions, it will then be understood how a student may lose the desire to do so, or that they may lack the necessary skills.

2.2 Lecture: Presenting Choices and Encouraging Choice-Making

Present and review the **Presenting Choices and Encouraging Decision-Making** handout and transparency **(H3/T5)**.

- Encourage each individual to express as many preferences as possible. For example, have the student decide what to eat for lunch, where to go for a recreational outing, what partner he or she would like to work with in class, etc.
- Be guided by these expressions of preference as much as possible. This helps the student to understand that there is a connection between likes and dislikes and making actual choices in life. For example, Charlie has chosen pizza for the third day in a row. You would prefer that he try something else, but honor his choice.
- If necessary, limit choices to one of two specific options first. For example, Sue has noticed that Brandy gets overwhelmed when presented with three or more options of games to play and usually picks the last option presented. Sue decides to limit the number of game options to two in order to see if Brandy can remember and understand her options with fewer to choose from.
- Present a set of real choices to the individual. If you give a student an option that is not something you can support, the message is, "I have no choice, I'm guessing at what the paraeducator wants me to do."
- When presenting options to a student, ask yourself, "Are these age-appropriate?"
- Identify, strengthen, and build upon an individual's existing communication and choice-making skills.

2.3 Discussion: Choice-Making Skills

Present and review the **Developing Choice-Making Skills** transparency **(T6)**. When assisting a student in the development of choice-making skills, there are several conditions that must be evaluated in a variety of settings.

- The student must recognize that an option is available.
  - ➥ In an unfamiliar situation or setting, the student may not have an awareness of what options are available. For example, on the first day in a new school, a student may not know that there are several options for him to choose from at lunch, so he automatically gets in the first line he sees and takes what is given to him, regardless of whether or not he likes it.

- The student must be able to evaluate that option (What are the consequences of each option?).
  - ➥ Now, let's say that once the student is made aware of the options at lunchtime, all are foreign to him. He has no idea what "Buck-Eye Stew" or "Betty's Hamburger Surprise" is. The student would need more information in order to make a choice.
- The student must be able to act on the option.
  - ➥ This last piece is about action. If the student is given a choice and takes a risk in choosing "Betty's Hamburger Surprise," only to discover that the kitchen has run out, the process now lacks a reinforcing outcome.

Present the **Situational Prompts, Giving Directions, and Discouragement** handout and transparency **(H4/T7)**. Ask the participants to provide examples of how they have used these methods with students as each is reviewed.

Situational Prompts
If a student has limited or no exposure to choice-making or has a severe disability (i.e., poor communication skills or response drive), a situational prompt might be appropriate.

- Do you want to go to the bathroom?
- Are you thirsty?
- Would you like to eat now?

Once a choice has been presented and identified, clarify the options.

- Would you like Carol or Dawn to go with you?
- Which drink would you prefer? Pop or juice?
- What would you like to eat? You have yogurt, cheese, and pretzels.

Giving Direction
Direction can be given in the form of a false choice.

- Would you like to come with me now to get your medication?
- Would you like to help me wipe the tables?

This is normal "polite" communication, but it can be confusing for the student. If the student answers "no," the adult is left in an awkward position and the student will most likely be frustrated when he or she is made to follow the direction anyway.

Discouragement
There are times when genuine choice-making is derailed by:

- Assuming the preference, "You'll love this;"

- Rushing the student and making a choice for them when the student doesn't respond promptly; or
- The use of humor (the student may feel like the target of a joke and shut down).

2.4 Activity: Applying What You Know

Paraeducators will participate in an activity that will provide an opportunity to apply the concepts of this goal.

2.4.1 Steps

- Divide the participants into groups of three to four.
- Distribute the **Applying What You Know** handout **(H5)**.
- Instruct the groups to review, discuss, and complete the handout, referring to lecture points, transparencies, and handouts in their responses.
- When finished, engage the groups in a discussion about the situations and their responses to them.
  - ➥ *Situation 1:* You have been asked to help a small group of students to choose and plan a recreational activity for next Friday. How would you approach the task of helping the group to choose an activity?
    - ⇒ Encourage each group member to express at least one preference and discuss why he or she would like to participate in that particular outing. Discuss options, along with the positives and negatives of each. Discuss whether each option is a real choice. Vote.
  - ➥ *Situation 2:* You have just walked into the classroom and see that Danny, one of your students, appears highly agitated. Another paraeducator is standing beside him, equally agitated. The paraeducator makes a demand, "Danny, you can work on the computer or go to time out. I'm not going to ask you again!" Based on what you have learned, identify potential problems that could have led to this stand-off and how they could have been prevented or dealt with. Possibilities include:
    - ⇒ The student has communicated a choice that isn't being recognized.
    - ⇒ The student doesn't like either option.
    - ⇒ The method of communication that the paraeducator is using isn't an appropriate one for the student.

⇒ The student does not understand the consequences of the options.

⇒ A direction may have been presented as a choice.

Methods for preventing the breakdown in communication or dealing with the student now might include:

⇒ Taking a break and then addressing options from the student's perspective, clearly examining the possible outcomes of each option.

⇒ Presenting options in a different way, visual instead of auditory.

⇒ Reflect what you observe the student doing and the impression it is giving. Ask for feedback from the student.

⇒ Recognize the student's behavior as communication and address accordingly.

➥ *Situation 3:* You have just received a new student, Caroline. Caroline is an 11-year-old girl with severe cognitive delays, who communicates through pointing and vocalizations. She has spent the last three years in a segregated setting with limited opportunities for choice. The parents have structured her care and activities at home, based on the suggestions of different professionals that have evaluated Caroline. One of her new goals is to demonstrate preferences and to make choices. Where would you begin?

⇒ Evaluate where the student is at with choice-making skills and communication.

⇒ Begin with situational prompts, if appropriate.

⇒ Move into choosing between two options.

⇒ Encourage Caroline to express as many preferences as possible.

⇒ Be guided by these expressions of preferences.

2.5 Discussion: Further Understanding Choice-Making

Use the following questions to engage the participants in a discussion regarding how to present choices and encourage choice-making, clarifying points where needed.

- What are some of the barriers that students face in making choices?
- What can you, as a paraeducator, do to encourage choice-making in your students?

- Based on what you have learned, describe a change you might make in the way that you present choices to students.
- What are some ways to encourage and discourage choice-making? Ask the participants to provide at least three examples of each.

Goal 3: Demonstrate the use of effective communication skills when coaching students.

3.1 Lecture: Effective Communication Skills

One of the goals within the concept of self-determination is to provide students with the necessary means to communicate their needs, wants, and desires. Students learn useful communication skills through activities and situations requiring effective communication with both peers and adults.

Present and review the **Purposes of Effective Communication Skills** transparency **(T8)**. All people need to develop effective communication skills in order to:

- Appreciate the importance of actively listening and paying attention.
- Deal with criticisms and the feelings arising from them, by learning appropriate responses.
- Develop skills in sending and receiving positive messages.
- Think about the messages given to others, even when not speaking.
- Foster confidence and develop the ability to say "no" in unwanted situations.
- Be appropriately assertive.
- Ask for help.
- Express feelings.

Present and review the **Effective Communication: A Method of Instruction** transparency **(T9)**. Students can learn effective communication skills through a series of steps.

- Identify the need or needs of a student to communicate effectively. Use actual situations (the student feels that a teacher treated him unfairly and wants to discuss it).
- Provide instruction and communication tools (i.e.,"I-Messages").
- Role-play the situation using the tools.
- Practice by taking action.
- Evaluate the outcome and process.
- Readjust, if needed.
- Facilitate generalization by practicing skills in other situations.

It is critical that teachers, paraeducators, and other significant adults in the student's life role-model the use of effective communication skills. Part of role-modeling is communicating with the student effectively. Not only does this provide an example of

instruction in action, it actually works! Students will more clearly get your messages with less possibility of misunderstandings and misinterpretations.

3.2 Lecture: I-Messages and Assertive Statements

Present and review the **I-Messages** transparency **(T10)**. I-Messages are formed with an emotion and an event, "I feel (emotion) when (event) happens." Communication improves when we state how we feel rather than blame others and make accusations. For example, instead of saying, "You are so irresponsible, you never pick me up on time," say, "When I have to wait to be picked up, I feel frustrated."

Assertive communication involves the calm expression of personal feelings and nonjudgmental acknowledgments of the feelings of others. Present and review the **Tips for Being Assertive** transparency **(T11)**.

- Eye Contact
  - ➥ Look at the person you are speaking to.
- Body Language
  - ➥ Face the person.
  - ➥ Stand or sit up tall.
- Physical Distance
  - ➥ Keep a comfortable distance. Use an arm's length as a guide.
- Facial Expression
  - ➥ Your face should match your feelings and emotions, as well as what you are saying.
- Voice
  - ➥ Be aware of your tone, inflection, and volume.
  - ➥ When you are making an assertive message, you want to be heard.
  - ➥ Stay calm and keep tone even and firm.
- Listening
  - ➥ If you are making statements that express your feelings without taking away another person's right to feel safe, you need to give the other person a chance to respond.

The ability to express oneself assertively gives one the power to determine the direction of his or her own life (self-determination skills). Assertive communication can be used to refuse, express feelings, and request. Present the **Assertive Statements** handout and transparency **(H6/T12)**.

Refuse
These skills should be practiced in the context of a person trying to get the student to do

something that is harmful or a person trying to get the student to do something when he or she has another commitment. Remind students that they have the right to say "no" whenever they want, but there may be serious consequences (i.e., your boss asks you to do a job, the police ask you to pull over, etc.). Refusal should follow a series of steps.

- State your position. "No, I can't."
- Explain your reason. "I have something else to do that day."
- Express understanding.* "I hope you can find something else."
  ➥ *If someone is asking the student to do something harmful, the student should not express understanding.

Express Feelings

Expressing positive feelings and giving compliments are important skills in building healthy relationships. Complimenting people at work is an excellent way to demonstrate good social skills on the job. It is important to distinguish what is appropriate in different situations. For example, it is not appropriate for people at work to make statements such as, "Good job on that project, I love you!"

- Expressing feelings. Telling people how you feel.
- Express positive feelings. "You did a great job."
- Express negative feelings. "When I get left, I feel sad."

Request

This refers to using assertive statements to get information, clarification, and ask for what you need and/or want. This is an important skill to have, especially on the job site. Students need to know that using assertive statements does not magically produce what they want. Students need to practice these skills in real-world environments. While it may be comfortable to request clarification of a direction during role-play with the teacher in school, the experience of asking a supervisor for clarification of a direction given on the job site might raise other barriers.

- State the problem. "Ms. Smith, you asked me to do something I don't understand."
- Make a request. "Can I work from another book?"
- Get clarification. "Can you explain how to do it again?"

3.3 Activity: Using Assertive Statements

Paraeducators will participate in an activity that will provide the opportunity for them to apply their knowledge of assertive statements.

3.3.1 Steps

- Distribute the **Using Assertive Statements** handout **(H7)**.
- Break the participants into groups of three to four people.
- Instruct the groups to read and discuss each scenario and write a response to each.
- When finished, ask the groups to share and discuss their responses with the class.

Goal 4: Demonstrate how to coach students in the use of effective communication skills.

4.1 Activity: Observing An Interaction

Paraeducators will participate in an activity that will provide an opportunity to observe and comment on the communication behaviors.

4.1.1 Steps
- Break the class into groups of three.
- Have each group select one of its members to act as the recorder.
- Instruct the other two group members to begin a conversation (you may develop subject/topic cards for the groups) and instruct the recorder to observe and take notes on the specifics of the interaction. The conversation should take no more than five minutes.
- When finished, have the recorders share their observations of the interaction.
- Point out that the same behaviors can be expected from students in special education classes.
- As a class, make a list of the behaviors that may be missing from a student's repertoire (i.e., waiting for eye contact before entering a conversation).

4.2 Activity: Coaching Appropriate Interactions

Paraeducators will participate in an activity in which they will further explore the ways they coach appropriate interactions.

4.2.1 Steps
- Break the class into groups.
- Instruct the groups to discuss and make a list of the ways they coach appropriate interactions.
- When finished, have the groups share and discuss their lists with the class. The lists should include examples of:
  ➥ Modeling;
  ➥ Practice;
  ➥ Direct instruction;
  ➥ Providing opportunities;
  ➥ Positive feedback; and

➡ Asking open-ended questions (those that require more than a yes or no answer).

4.3 Activity: Open-Ended Questions

Paraeducators will participate in an activity that will provide an opportunity to better understand the use of open-ended questions.

4.3.1 Steps

- Have the participants break into pairs.
- Instruct the pairs to ask each other open-ended questions (those that require more than a yes or no answer). The questions should focus on getting to know the other person. Each person should spend about three minutes asking questions.
  - ➡ Where did you go last weekend?
  - ➡ How are you doing in P.E.?
  - ➡ What did you like about your trip?
- When finished, ask the pairs to share their thoughts about asking open-ended questions. Participants should understand from this activity that asking open-ended questions takes time.

4.4 Activity: Teaching Interpersonal Skills

Paraeducators will participate in an activity that will provide an opportunity to further understand the skills necessary for effective communication.

4.4.1 Steps

- Break the participants into groups of three to four.
- Present the **Effective Communication Skills** handout **(H8)**.
- Have each group review the scenarios in the handout, and discuss and list the types of effective communication skills they would teach or reinforce for each one.
- When finished, have the groups share and discuss their responses with the class. Clarify points where needed.

Goal 5: *Demonstrate how to encourage students' exploration of interest areas.*

5.1 Activity: Exploring Your Interests

Paraeducators will participate in an activity in which they will gain an understanding of the processes they go through when exploring areas of interest.

5.1.1 Steps
- Have the participants break into pairs.
- Distribute the **Exploring Your Interests** handout **(H9)**.
- Instruct the pairs to discuss the questions on the handout, recording their responses. Allow approximately 10-15 minutes to complete this.
- When finished, return to a large-group format and ask the participants to share their responses.

5.2 Discussion: Exploring Areas of Interest

Use the following questions to engage the participants in a discussion regarding the process of exploring areas of interest.
- Who were the persons that encouraged and supported your exploration of interest areas? Participants need not give names, just a title (mother, friend, etc.).
- What types of supports were provided that allowed you to explore your interests?
- Have you encountered barriers in exploring your interests? What kind of barriers (i.e., discouragement from a significant adult, lack of opportunity, lack of resources, etc.)?
- What types of barriers might a student with disabilities face?

5.3 Activity: Encouraging Students

Paraeducators will participate in an activity that will provide them an opportunity to demonstrate encouraging the exploration of interest areas.

5.3.1 Steps

- Distribute the **Encouraging Students** handout **(H10)**.
- Break the participants into groups of three to four.
- Instruct the groups to discuss and describe how they would support the student in the exploration of his or her interest(s). They should identify supports and resources that they might access or assist the student in accessing. Allow approximately 20 minutes to complete this.
- Ask the groups share their responses with the class.
- When finished, pose the following questions to the group and ask for responses.
  - ➥ What are some of the ways in which we can encourage and support students' exploration of interest areas?
  - ➥ What are some of the ways that exploration can be discouraged?
  - ➥ What goal or goals are we addressing through the exploration of interest areas?
  - ➥ How does this all relate to a student's development of self-determination skills?

Goal 6: Demonstrate how to support students in their efforts to set goals, create plans, solve problems, identify and access resources, and make decisions.

6.1 Lecture: Making Positive Choices and Decisions

Review and emphasize that transition planning requires that a student share his or her preferences and choices in order to plan for a meaningful future. It is important to allow each individual to experience the reality of constant choice and decision-making and be aware of that power. As with most skills, goal-setting, planning, choice- and decision-making skills need to be taught. Opportunities for practice need to be provided on a constant and continual basis in all environments.

Present the **Learning To Make Positive Choices and Decisions** transparency **(T13)**. Some students may have limited exposure to and experience with making choices and decisions. Learning to make positive choices and decisions requires several steps.
- Opportunities to make choices;
- Practice making choices.
- Acting on these choices.
- Evaluating the consequences of these choices.
- Making adjustments, if needed.

6.2 Lecture: Choice- and Decision-Making Using The Adaptability Model

Present the **The Adaptability Model** handout and transparency **(H11/T14)**. One program for teaching students how to improve their choice and decision making skills is the Adaptability Model (Mithaug, Martin, & Agran). This model has four components: decision-making, independent performance, self-evaluation, and adjustment.

Decision Making
In this component, students should move through a series of steps to arrive at a decision.
- Students will identify a personal goal.
- Students list different options for attaining the goal. This is an area that provides an opportunity for the teacher or paraeducator to educate a student regarding resources and to provide assistance in accessing them (should they need more information or decide to choose this option).
- Students list possible consequences of each option.

- Students choose one of the options, after weighing the consequences of each.

Independent Performance

During this component, students act on the option they chose during the decision-making process. The goal is for students to act as independently as possible. Some students may, initially, require support.

Self-Evaluation

Students will compare their performance to the goal they had set and decide whether or not the goal was met. If the goal was not met, the student would go on to Adjustment.

Adjustment

If the goal was not met, the student will go back to the decision-making step of the model and choose one of two actions. Either the student will decide whether their initial goal needs to be adjusted, or the student will decide that a different option should be chosen. This is another opportunity for the teacher or paraeducator to introduce or reintroduce a support or resource. The students would then start the process again, revising the goal or option chosen.

Present and review the **Choice-Making Self-Check** handout and transparency **(H12/ T15)**. This model can be put in checklist form and adapted based on the needs of individual students. The checklist can also serve as a tool for self-monitoring.

6.3 Activity: Applying The Adaptability Model

Paraeducators will participate in an activity that provides an opportunity to apply what they have learned about The Adaptability Model.

6.3.1 Steps

- Distribute the **Kimo's Story** handout **(H13)**.
- Have students break into small groups.
- Instruct groups to read through Kimo's Story and complete the handout by identifying the components and steps of the Adaptability Model, referring to **The Adaptability Model** handout **(H11)** as needed.
- When finished, return to a large-group setting and review by having the groups identify the components and steps of the adaptability model.

6.4 Discussion: Further Understanding The Adaptability Model

Engage the participants in a discussion regarding the Adaptability Model. Pose the following questions to the participants and ask for responses.

- How can this model be used with students that you currently work with?
- Again, think of the students you are currently supporting. Do they have many opportunities to make choices and decisions?
  - ➥ If not, what are the barriers? How can these be modified or adapted to allow for more opportunities to make choices and decisions?
  - ➥ If they do have opportunities for choice- and decision-making, what areas are most common (recreation/leisure activities, daily schedules, lunch, etc.)?
- Identify one change that you can make immediately to support students in their efforts to set goals, create plans, solve problems, identify and access resources, and make decisions.

Module B Handouts

Module B: Self-Determination Skills

1.   Describe how to help students conduct self-analyses.

2.   Describe how to present choices to students and encourage choice-making.

3.   Demonstrate the use effective communication skills when coaching students.

4.   Demonstrate how to coach students in the use of effective communication skills.

5.   Demonstrate how to encourage students' exploration of interest areas.

6.   Demonstrate how to support students in their efforts to set goals, create plans, solve problems, identify and access resources, and make decisions.

Self-Analysis

Areas of Exploration

- What are your likes and dislikes?

- What things do you do well?

- What things do you need help with?

- What are you goals and dreams?

Communication Strategies

- Reflect Observations
  - ➥ Notice what students say and do in reaction to their environment.

  - ➥ Communicate your observations to the student and check for accuracy.

  - ➥ Get feedback.

- Reflect Observed Patterns
  - ➥ Notice and reflect patterns of interest, enjoyment, challenge, etc.

- Remain Open-Minded
  - ➥ Resist the urge to communicate verbal and nonverbal judgment.

Activities

- Creating a scrapbook or writing an autobiography.

- Provide students with a structure for evaluating their experiences (classes, community outings, jobs, etc.).

- Provide students with opportunities (vocational, recreational, educational, etc.).

- Build in "free time."

Presenting Choices and Encouraging Decision-Making

- Encourage each individual to express as many preferences as possible. For example, have the student decide what to eat for lunch, where to go for a recreational outing, what partner he or she would like to work with in class, etc.

- Be guided by these expressions of preferences as much as possible. This helps the student to understand that there is a connection between likes and dislikes and making actual choices in life. For example, Charlie has chosen pizza for the third day in a row. You would prefer that he try something else, but honor his choice.

- If necessary, limit choices to one of two specific options first. For example, Sue has noticed that Brandy gets overwhelmed when presented with three or more options of games to play and usually picks the last option presented. Sue decides to limit the number of game options to two in order to see if Brandy can remember and understand her options with fewer to choose from.

- Present a set of real choices to the individual. If you give a student an option that is not something you can support, the message is, "I have no choice, I'm guessing at what the paraeducator wants me to do."

- When presenting options to a student, ask yourself, "Are these age-appropriate?"

- Identify, strengthen, and build upon an individual's existing communication and choice-making skills.

Situational Prompts, Giving Directions, and Discouragement

Situational Prompts

- If a student has limited or no exposure to choice-making or has a severe disability (i.e., poor communication skills or response drive), a situational prompt might be appropriate.
- Once a choice has been presented and identified, clarify the options.

Giving Direction

- Direction can be given in the form of a false choice.
- This is normal "polite" communication, but it can be confusing for the student. If the student answers "no," the adult is left in an awkward position and the student will most likely be frustrated when he or she is made to follow the direction anyway.

Discouragement

- There are times when genuine choice-making is derailed by:
  - Assuming the preference. "You'll love this."
  - Rushing the student and making a choice for them if he or she doesn't respond promptly.
  - Use of humor. The student may feel like the target of a joke and shut down.

Applying What You Know

Situation 1

You have been asked to help a small group of students to choose and plan a recreational activity for next Friday. How would you approach the task of helping the group to choose an activity?

Situation 2

You have just walked into the classroom and see that Danny, one of your students, appears highly agitated. Another paraeducator is standing beside him, equally agitated. The paraeducator makes a demand, "Danny, you can work on the computer or go to time out. I'm not going to ask you again!" Based on what you have learned, identify potential problems that could have led to this stand-off and how they could have been prevented or dealt with.

Situation 3

You have just received a new student, Caroline. Caroline is an 11-year-old girl with severe cognitive delays, who communicates through pointing and vocalizations. She has spent the last three years in a segregated setting with limited opportunities for choice. The parents have structured her care and activities at home, based on the suggestions of different professionals that have evaluated Caroline. One of her new goals is to demonstrate preferences and make choices. Where would you begin?

Assertive Statements

Use a calm expression of personal feelings and nonjudgmental acknowledgment of the feelings of others.

Refusal
- State your position.
- Explain your reason.
- Express understanding.

Express Feelings
- Expressing feelings.
- Express positive feelings.
- Express negative feelings.

Request
- State the problem.
- Make a request.
- Get clarification.

Using Assertive Statements

1.   You have been helping Charlie get to his job site for the last month. He has been late almost everyday this week and you can tell that his supervisor has noticed and it's creating a bad impression. What will you say to Charlie?

2.   Kathy has come to you today with a note she found that a couple of boys had written about her in social studies, claiming that she and her best friend were lesbians. The boys had passed the note all over class. How will you assist Kathy in approaching the situation?

3.   Kelly has been learning how to use assertive statements and has been practicing at school, home, and work. Today, she used assertive statements to get three additional breaks at work because she wanted them. Her supervisor didn't know how to react and has brought the situation to you. What will you do?

Effective Communication Skills

1. You have just watched Keisha come out of the lunch line with her tray. As she is passing a group of boys at a table, she starts to talk in a loud voice, "I don't want to sit with you!" She laughs and sits at the next table by herself.

2. Jeff can't find his pencil. He sees that his teacher is talking to another student and stands about eight feet away. When the teacher is done talking with the student, another student approaches and asks the teacher a question. You notice that Jeff hasn't moved.

3. Cammie likes the substitute teacher, Mr. Dixon. He was very nice and helpful when she was having a problem in math. After lunch, Mr. Dixon finds a note on his desk…

    "Mr. D,

    I love you. I hate you.

    Cammie"

4. Jose is talking with two other students before reading class. One of the students starts talking about what he had done over the weekend. Jose sees Kimo enter the room and walks away from the conversation.

Exploring Your Interests

- Name five simple pleasures (i.e., taking a walk after a spring rain).
  1.
  2.
  3.
  4.
  5.

- Name four or five areas of interest that you have (i.e., photography, speaking a foreign language, chess, etc.).
  1.
  2.
  3.
  4.
  5.

- Discuss how you came to know about those things that interest you and those things that you find pleasure in.

- If you were given encouragement and support to explore your interests, who provided that support and how were you encouraged? What opportunities were you given?

Encouraging Students

- Jake is an elementary school student that has shown great interest in firemen. He even has a fireman's helmet that he brought to school one day. He says that when he grows up, he wants to be a fireman.

- Nicole is a middle school student and a self-proclaimed Tomboy. She loves playing tag football with neighborhood friends and has recently expressed an interest in being a professional athlete, especially a football player.

- Juan is a new high school student that has shown interest in a variety of school events, such as, sports games, concerts, dances, etc. He has told you that some of his friends in computer class are trying out for the soccer team and he wants to get involved. Juan has no previous experience on a soccer team, but has an understanding of the game and has played in various P.E. classes.

The Adaptability Model

Decision-Making
- Students will…
  - ➡ Identify a personal goal.
  - ➡ List different options for attaining that goal.
  - ➡ List possible consequences of each option.
  - ➡ Choose one of the options, after weighing the consequences of each.

Independent Performance
- Students act on the option chosen during decision-making.
- Students should act as independently as possible.

Self-Evaluation
- Students will compare their performance to the goal they had set and decide whether or not the goal was met. If students did not meet the goal, they would go on to Adjustment.

Adjustment
- If the goal was not met, students will go back to the decision-making step of the model and choose one of two actions.
  - ➡ Either the student will decide whether their initial goal needs to be adjusted, or
  - ➡ The student will decide that a different option should be chosen.

Choice-Making Self Check

Student: **Date:**

Steps   **Did I do this step?**

1. Identify my goal.

     My goal is: _____   ☐   Yes   ☐   No

2. List my options.   ☐   Yes   ☐   No

     a.   _____

     b.   _____

     c.   _____

3. List possible consequences of the options.   ☐   Yes   ☐   No

     a.   _____

     b.   _____

     c.   _____

4. The best choice is: _____   ☐   Yes   ☐   No

5. Act on the option I chose.   ☐   Yes   ☐   No

6. Evaluate my performance.   ☐   Yes   ☐   No

     How did I do? _____

     _____

7. Decide: Did I meet my goal?   ☐   Yes   ☐   No

8. If I didn't meet my goal, go back to Step 1 and try again!   ☐   Yes   ☐   No

9. If I did meet my goal, remember to reward myself.   ☐   Yes   ☐   No

Kimo's Story

Kimo is in the 10th grade. He has many strong functional skills and has been exploring his independence more and more over the last year and a half.

Kimo has been bothered this school year by some of his friends because he rides a "special" bus to school. Kimo feels like he has to ride it because his mom worries too much that he'll get hurt.

Lately, Kimo has been thinking about riding his bike to school. He lives about 2½ miles away and might even be able to ride with a couple of other kids from his neighborhood.

He knows that he should probably ask his Mom, but thinks she would just say "no" without thinking about it. He has about 20 minutes at home alone, after his mom leaves for work. He could just take his bike to school one day after she leaves, to prove that he can do it without getting hurt. Kimo knows that if she finds out he took it without asking, he is going to be in big trouble; then he might never be able to ride to school. He gets another great idea. Maybe he could get his teacher, Miss Nix to tell his mom that he should ride to school. She is always telling Kimo what a great job he does when he does things on his own. Then again, if Miss Nix knows that his mom doesn't want him to ride his bike to school and he does so without asking, she might call his mom.

The next morning, Kimo decides he is just going to ride his bike to school after his mom leaves. When the bus gets to the house and Kimo doesn't come out, the bus terminal contacts his mom. Kimo is grounded for a week and loses his bike for two weeks.

Kimo's Story
(continued)

1. What was Kimo's goal?

2. Identify the options that Kimo came up with to meet his goal, as well as the consequences for each option (include the implied consequence, "I get to ride my bike.").

3. Which step did Kimo skip before taking action?

4. Even though Kimo got to ride his bike to school one day, he didn't really meet his goal. If you were helping Kimo through this process, what would you do next?

5. Identify a support or supports that could be introduced to assist Kimo in meeting his goal.

6. Using this experience as an opportunity to teach Kimo about decision-making skills, identify what you might do to help him through the process.

Module B Transparencies

Module B: Self-Determination Skills

The PARA Center

- *Describe how to help students conduct self-analyses.*

- *Describe how to present choices to students and encourage choice-making.*

- *Demonstrate the use effective communication skills when coaching students.*

- *Demonstrate how to coach students in the use of effective communication skills.*

- *Demonstrate how to encourage students' exploration of interest areas.*

- *Demonstrate how to support students in their efforts to set goals, create plans, solve problems, identify and access resources, and make decisions.*

Self-Determination

The PAR²A Center

Self-determination is not a new concept. It refers to the right of people to self-govern. In a democratic society, self-determination is a core value and principle.

For people with disabilities, self-determination has been a term used to refer to an individual having control over his or her life and destiny.

Individuals who leave school better prepared to set goals, make decisions, solve problems, and self-advocate will be more capable of taking control in their lives.

Keep in Mind...

Self-Analysis is not a product, but a process that continues throughout a lifetime.

It is more important to teach and support the process, than to create a product and present that as an end result to a student.

Characteristics of Students That…

The PAR²A Center

Do NOT HAVE Opportunities to Make Choices:

- *Hopeless*

- *Bored*

- *Demonstrate learned helplessness*

- *Passive*

- *Speechlessness*

-

-

-

Do HAVE Opportunities to Make Choices:

- *Hopeful*

- *Curious*

- *Demonstrate learned initiative*

- *Risk-takers*

- *Meaningful expression*

-

-

-

Presenting Choices and Encouraging Decision-Making

- *Encourage each individual to express as many preferences as possible.*

- *Be guided by these expressions of preference as much as possible.*

- *If necessary, limit choices to one of two specific options first.*

- *Present a set of real choices to the individual.*

- *When presenting options to a student, ask yourself, "Are these age-appropriate?"*

- *Identify, strengthen, and build upon an individual's existing communication and choice-making skills.*

Developing Choice-Making Skills

- *The student must recognize that an option is available.*

- *The student must be able to evaluate that option (What are the consequences of each option?).*

- *The student must be able to act on the option.*

Situational Prompts, Giving Directions, and Discouragement

Situational Prompt

- *Do you want to go to the bathroom?*
- *Are you thirsty?*
- *Would you like to eat now?*

Giving Direction

- *Would you like to come with me now to get your medication?*
- *Would you like to help me wipe the tables?*

Discouragement

- *Assuming the preference. "You'll love this."*
- *Rushing the student and making a choice for them if he or she doesn't respond promptly.*
- *Use of humor. The student may feel like the target of a joke and shut down.*

Purposes of Effective Communication Skills

All people need to develop effective communication skills in order to:

- *Appreciate the importance of actively listening and paying attention.*

- *Deal with criticisms and the feelings arising from them, by learning appropriate responses.*

- *Develop skills in sending and receiving positive messages.*

- *Think about the messages given to others, even when not speaking.*

- *Foster confidence and develop the ability to say "no" in unwanted situations.*

- *Be appropriately assertive.*

- *Ask for help.*

- *Express feelings.*

Effective Communication:
A Method of Instruction

The PARA Center

- *Identify a need or needs a student has to communicate effectively.*

- *Provide instruction and communication tools.*

- *Role-play the situation using the tools.*

- *Practice by taking action.*

- *Evaluate the outcome and process.*

- *Readjust, if needed.*

- *Facilitate generalization by practicing skills in other situations.*

I-Messages

The PARA Center

I feel (emotion) when (event) happens.

Or

When (event) happens, I feel (emotion).

Tips for Being Assertive

- *Eye Contact*

- *Body Language*

- *Physical Distance*

- *Facial Expressions*

- *Voice*

- *Listening*

Assertive Statements

The PAR²A Center

Refusal
- *State your position.*
- *Explain your reason.*
- *Express understanding.*

Express Feelings
- *Expressing feelings.*
- *Express positive feelings.*
- *Express negative feelings.*

Request
- *State the problem.*
- *Make a request.*
- *Get clarification.*

Learning To Make Positive
Choices and Decisions

The PAR²A Center

Students Need:

- *Opportunities to make choices.*

- *Practice making choices.*

- *To act on these choices.*

- *To evaluate the consequences of these choices.*

- *To make adjustments when they do not meet their goals.*

The Adaptability Model

The PAR A Center

- *Decision-Making*

- *Independent Performance*

- *Self-Evaluation*

- *Adjustment*

Choice-Making Self-Check

The PARA Center

Student: **Date:**

Steps   ***Did I do this step?***
1. Identify my goal.   ☐ *Yes*   ☐ *No*
        My goal is: _____

2. List my options.   ☐ *Yes*   ☐ *No*
        a.   _____
        b.   _____
        c.   _____

3. List possible consequences of the options.   ☐ *Yes*   ☐ *No*
        a.   _____
        b.   _____
        c.   _____

4. The best choice is: _____   ☐ *Yes*   ☐ *No*

5. Act on the option I chose.   ☐ *Yes*   ☐ *No*

6. Evaluate my performance.   ☐ *Yes*   ☐ *No*
        How did I do? _____
        _____

7. Decide: Did I meet my goal?   ☐ *Yes*   ☐ *No*

8. If I didn't meet my goal, go back to Step 1 and try again! ☐ *Yes*   ☐ *No*

9. If I did meet my goal, remember to reward myself.   ☐ *Yes*   ☐ *No*

Module C: Life Skills and Community-Based Training for High School and Transition Students

Life Skills Academy
Module C: Life Skills and Community-Based Training for High School and Transition Students

A. Module Goals

Using the **Module C: Life Skills and Community-Based Training for High School and Transition Students** handout and transparency **(H1/T1)**, review the goals of the module.

1. Define domain areas and embedded skills for high school and transition students.
2. Describe a person-centered planning process and how it determines what students are taught.
3. Carry out IEP-based instruction in community settings.
4. Define transition.
5. Identify forms, agencies, and supports necessary for transition and how to access them.

Goal 1: Define domain areas and embedded skills for high school and transition students.

1.1 Lecture: Domain Areas

Present and review the **Domain Areas** transparency **(T2)**. Domain areas include:

- Domestic
  - ➥ Addresses the skills needed to actively participate in self-care and household responsibilities.
- Vocational
  - ➥ Addresses the skills needed to secure and maintain employment.
- Recreation and Leisure
  - ➥ Addresses the skills and experiences that facilitate a meaningful use of free time.
- Community
  - ➥ Addresses the skills needed to actively participate in the community.
- Educational
  - ➥ Addresses continuing instruction that will further independent functioning.

1.2 Activity: Domain Areas and Related Skills

Paraeducators will participate in an activity that will provide an opportunity to better understand domain areas and to recognize that skills can cross domains.

1.2.1 Steps

- Continue to display the **Domain Areas** transparency **(T2)** for reference.
- Distribute the **Domain Areas and Related Skills** handout **(H2)**.
- Instruct the participants to work individually, categorizing the skills into domain areas. Explain that many of the skills will "cross" over more than one domain. Allow 15-20 minutes to complete.
- When finished, ask the participants to share their responses, and provide support for their reasoning. Possible responses are provided below, but this is not an "answer sheet." There will be skills that directly relate to one category and others, depending on individual perspective, some may cross over two or three domain areas. The focus is to support categorizing with an understanding of the definitions. Key: *D* = Domestic Living, *V* = Vocational, *L* = Leisure and Recreation, *C* = Community, *E* = Educational.

- Interviewing for a job. *V*
- Going to the movies with friends. *L, C*
- Riding the local bus to the mall. *L, C*
- Filling out a job application. *V*
- Cooking a meal. *D*
- Washing clothes. *D*
- Walking to the grocery store. *C*
- Attending a class for vocational training. *V, C, E*
- Balancing checkbook. *D*
- Making plans for the weekend with a friend. *D, L*
- Choosing an outfit. *D*
- Finding a phone number in the phone book. *D*
- Renting and watching a video. *D, L, C*
- Getting to work on time. *D, V, C*
- Requesting a day off from work. *V*
- Getting a haircut. *D, C*
- Registering for a self-defense course through the YMCA. *L, C, E*

1.3 Discussion: Further Understanding Domain Areas and Related Skills

Engage the participants in a discussion to further their understanding of the domain areas, which skills exist in those areas, and how the skills can address more than one domain. Use the questions below to guide the discussion.

- Without listing the domain areas, how would you explain what they are?
- How did you decide which skills belonged under which domains?
- Are there any domains that you have difficulty understanding?
- Why did some skills fall under more than one domain?
- What other skill, not listed on the handout, could fall under the domestic living (vocational, leisure/recreational, community, educational) domain?
- Identify a skill, not listed on the handout, that would cross over two or more domains. Explain.

1.4 Discussion: Embedded Skills

Present the **Embedded Skills** transparency **(T3)** and review the definition of embedded skills. Embedded skills can be defined as functional skills that are incorporated into the larger curriculum and may be referred to as "sub-skills." Present the **Identifying Embedded Skills** transparency **(T4)** to illustrate how embedded skills can be identified as

they relate to a particular skill we are teaching a student. Review with the participants the embedded skills involved in buying a hamburger at a fast food restaurant.

- Social
  - Waits patiently for his or her turn to order.
  - Dresses appropriately for the environment.
- Communication
  - Gives eye contact when ordering.
  - Speaks clearly.
  - Uses appropriate volume.
  - Answers questions in a timely manner.
- Motor
  - Accesses money in a timely manner.
  - Carries food independently.
- Functional Academics
  - Understands the value of money.
  - Pays with correct bills.
  - Reads the menu.

Ask the participants to provide examples of the embedded skills involved in:

- Entering a classroom after the class has started.
- Answering the telephone.

Present the **Embedded Skills Cartoon** transparency **(T5)** and ask the participants to identify the embedded skill that was not addressed (communication in a vocational environment).

1.5 Activity: Identifying Embedded Skills for High School and Transition Students

Paraeducators will participate in an activity that provides an opportunity to develop the ability to recognize the embedded skills required in environments common to high school and transition students.

1.5.1 Steps

- Before beginning, decide how many groups will be formed. Each group should have three to four members, but no more than six groups in all. Do not form groups yet.
- Ask the participants to provide examples of the different environments that teenagers/young adults function in. Participants' responses will most likely reflect the following list:

> ➥ Home
> ➥ School
> ➥ Mall or Shopping Center
> ➥ Work
> ➥ Recreational Environment (theaters, recreation center, fast food restaurants, etc.)
> ➥ Church, Synagogue, or Other Religious/Spiritual Organization

- Select an example for each group that will be formed (four groups, four environments, etc.) and write it at the top of a piece of chart paper. You may use the list of environments above or choose environments more appropriate for the community you are teaching in, if needed.
- Have the participants break into groups, according to your previous calculations, giving each group one piece of the chart paper and a marker.
- Instruct the groups to choose an activity or task commonly required in the particular environment. The activity or task should be specific, for example:
  - ➥ Home: Call a friend on the telephone to ask them over to watch a video.
  - ➥ School: Write down the instructions for a homework assignment that is due the following day.
- Have one participant from each group write the activity/task near the top of the chart paper.
- Have one participant from each group write the four types of embedded skills (social, communication, motor, and functional academic) on the chart paper, leaving a generous space between each.
- Have the groups discuss the embedded skills in each area required to function in the activity/task they have chosen, and record the responses on the butcher paper.
- When finished, have the groups hang their chart paper on a common wall in the room for reference.
- As the groups are hanging their chart papers, review each. Check for alignment between skills and the four embedded skill areas, getting clarification and correcting as needed.
- When finished, ask a member of each group to serve as the spokesperson, and have the spokesperson summarize their group's discussion and review the list of embedded skills created.

1.6 Discussion: Further Understanding Embedded Skills

Engage the participants in a discussion reviewing what they have learned about embedded

skills and high school or transition students. Participants should be comfortable answering the following questions:

- Name and describe the five domain areas (domestic living, vocational, leisure/recreation, community, and educational).
- What are embedded skills?
- What are the four skill areas addressed in identifying embedded skills?
- Give examples of embedded skills for high school and transition students.

Goal 2: Describe a person-centered planning process and how it determines what students are taught.

2.1 Lecture: What is Person-Centered Planning?

Present the **What Is Person-Centered Planning?** transparency **(T6)**. Person-centered planning (PCP) describes a change in approaching the development of IEPs and ITPs. It brings together a diverse group of people who know and are committed to the individual with the disability. Through recognition of and valuing the goals and desires of this individual, action is taken to create a life that reflects that individual's wishes. There is respect for the person as an individual with expectations that the person will be viewed and included as a valued member in the community.

Person-centered planning is about choices, decisions, and dreams. It is also a way to describe a process, philosophy, and commitment. The central person on the team is the individual being supported.

Present the **Components of Person-Centered Planning** transparency **(T7)**. There are three components to PCP.

- Knowledge of the Individual
  - This includes information about the individuals's experiences, quality of life, and the individual's preferences. In order to get a sense of the quality of the individual's life and to work towards improving it, the following questions should be explored:
    - Who are the most important people in the life of this individual?
    - How can this individual be helped to develop stronger friendships?
    - Where does this individual spend time?
    - In what community settings does this individual participate in on a regular basis? With whom?
    - How can this individual's community participation be increased?
    - What decisions does this individual make independently?
    - What decisions are made on behalf of this individual?
    - How can this individual best be helped to have more choices in his or her own life?
    - What skills does this individual have?
    - How can this individual's competencies best be developed?

- Development of the Plan
  ➡ After exploring and sharing knowledge about the individual, a plan is developed which builds on the visions and goals of the individual, creating a path toward achievement. The methods developed seek to expand the inclusion of the person in community life. The process is ongoing as the individual develops.
- Developing a Network of Support
  ➡ A network, made up of people who are committed to assisting the individual in achieving his or her goals, is developed.

2.2 Lecture: Values and Principles Underlying Person-Centered Planning

Person-centered planning is a highly individualized process, which responds to the expressed needs and desires of the individual.

- Each individual has strengths, the ability to express preferences, and to make choices.
- The individual's choices and preferences will always be considered and will provide a starting point for plan development.
- The school staff will play a role in the planning and delivery of services and supports.
- The goals and objectives identified through the process will be addressed, with appropriate supports, in the environments that promote maximum independence and community connections.
- The family's value system and cultural background will be recognized and valued in the decision making process.

2.3 Discussion: System-Centered IEPs vs. Person-Centered IEPs.

Present and review the **System-Centered IEPs vs. Person-Centered IEPs** transparency **(T8)**.

- System-Centered IEPs...
  ➡ Focus on labels,
  ➡ Emphasize deficits,
  ➡ Utilize standardized testing,
  ➡ Have teachers and staff making most of the decisions,
  ➡ Have the IEP and ITP developed by the school, and
  ➡ Have goals determined by labels and deficits.

- Person-Centered IEPs...
  ➡ Focus on the individual;
  ➡ Emphasize strengths;
  ➡ Get to know the individual through environmental assessments;
  ➡ Establish collaborative, trans disciplinary teams;
  ➡ Have the IEP and ITP developed by a team, which includes the individual and his or her family;
  ➡ Have goals based on dreams and visions for the future.

Engage the participants in a discussion using the following questions as a guide.

- Are you aware of the method used to create IEPs in your school?
- What benefits do you see in person-centered planning?
- Do you see any possible negatives that could come out of a person-centered planning approach?
- How would a PCP approach impact what you do with students?

2.4 Lecture: Educational Implications of Person-Centered Planning

In order to actively involve a student in this process, there are several things that need to be done in terms of education.

- The student should be given opportunities to express his or her needs and preferences.
- Make accommodations for communication, maximizing the individual's ability to express needs and make choices.
- Opportunities should be provided for the individual to identify values and interests.
- When possible, the student should be given opportunities for experiencing options before making choices.
- The student should receive preparation regarding the process.

2.5 Activity: The Process of Person-Centered Planning

Paraeducators will participate in an activity that provides an opportunity to gain experience with developing an IEP using a person-centered planning approach.

Note to Instructor: Share with the class that this activity is designed to simplify the process. Actual meetings would require a great deal of preparation time, involve discussion over a wide range of topics, and development of a greater number of specific goals,

objectives, and supports. For the purpose of this module, the focus will be narrowed to one "dream" under each domain.

2.5.1 Steps

- Prepare four sheets of chart paper, titling one "Dreams and Wishes," one "Strengths," one "Barriers," and one "Goals and Support." Under each title, write the five domain areas (domestic living, vocational, recreation and leisure, community, and educational), leaving a generous amount of space between each. Hang the sheets of chart paper in a central location.
- Present the **Person-Centered Planning** transparency **(T9)** and review, providing the following information:
  - ➥ The planning process begins with the student and family sharing their dreams (for the student) in each domain area.
  - ➥ Next, the team will discuss the student's strengths and abilities, as they relate to each dream/wish.
  - ➥ The team will then discuss barriers that have kept or could keep the student from attaining what he or she wants.
  - ➥ Considering all the above information, the team will next identify the supports needed and the skills necessary for the student to attain his or her goals. The goals, objectives, and plans for service delivery are created from this information.
- The instructor will act as the meeting facilitator and record all responses on the chart papers. Ask for seven volunteers for the following roles:
  - ➥ Student
  - ➥ Parent
  - ➥ Friend
  - ➥ Teacher
  - ➥ Paraeducator
  - ➥ Community Member
  - ➥ Agency Representative
- Give each volunteer the appropriate **Character Description** handout **(H3/H4/H5/H6/H7/H8/H9)** and allow time for the volunteers to read.
- Have the group of volunteers sit in a semicircle, facing the chart papers.
- Begin by welcoming everyone to Brandy Wheatly's IEP meeting. Ask each person to introduce him or herself.
- When finished, ask "Brandy" to begin the meeting by talking about the things that she needs and wants after she graduates from high school. As she describes her dreams, write one of her dreams under each domain area.
  - ➥ Domestic Living
    - ⇉ Where would you like to live?

➥   Vocational

⇉   What kind of job are you interested in?

⇉   Full time, part time?

➥   Recreation and Leisure

⇉   What kinds of things do you like to do when you have free time?

⇉   Are there any sports or other things you would like to spend more of your free time doing?

➥   Community

⇉   How will you get around, from home to work or out with friends?

➥   Education

⇉   Are you interested in taking any continuing education classes after high school?

- Encourage the "parent" to share his or her dreams for "Brandy."
- Starting with the domestic living domain, continue to go through each sheet. List strengths (as described by team members) that "Brandy" already has that will support her "dream" under domestic living. Continue by listing one or two barriers, then ask the team to identify a goal that "Brandy" could work on, with school support, and to identify one other support from outside of school that could help her move toward or attain her goal.
- Complete the "meeting" by continuing through all the domain areas.

Note to Instructor: Remind the class that actual Person-Centered IEP meetings would involve much more information, planning, and development than there is time for in this module. In this role-play, the purpose was to get a sense of the process involved in developing an IEP with a person-centered approach being applied. Not all person-centered IEP meetings use the same format (charts with domains). This is just one example of a framework that can be used.

2.5.2 Discussion: The Process of Person-Centered Planning

Engage the participants in a discussion about the process of person-centered planning, using the following questions as a guide for the discussion.

- What are your impressions after watching or participating in this role-play?
- Did this help clarify the information you received earlier regarding PCP? How?
- Why is it important for paraeducators to be familiar with PCP approach?
  ➥   The paraeducator is a valuable member of the team,

possessing important information regarding the student and the environments that the student is in during the school day.

➥ Understanding the PCP approach will impact how and what the paraeducator does with a student (providing opportunities for communication of preferences, making choices, etc.).

➥ Understanding the PCP approach will impact the type of information that the paraeducator will collect regarding the student (preferences, choices, who the student interacts with, how the student interacts with peers and significant adults).

- What do you see as the role of the paraeducator in a PCP team meeting?

  ➥ Provide information that will help create a picture of "who" the student is.

  ➥ Share information regarding the student's strengths and the types of barriers that have been encountered.

  ➥ Discuss what have been observed to be the preferences and dislikes of the student.

  ➥ The paraeducator will then be part of developing a support plan that he or she will be involved in implementing.

- Are there any other questions you have regarding PCP?

Goal 3: Carry out IEP-based instruction in community settings.

3.1 Lecture: IEP Goals and Instructional Methods

Present and review the **Community Instruction** handout **(H10)**. In order to support IEP-based instruction in community settings, the paraeducator must have a clear understanding of the student's goals and objectives. The paraeducator should be able to answer the following questions:

- What skill or behavior is the student expected to demonstrate?
- How will the skill or behavior be measured?
- What observable behavior defines success?
- Under what conditions is the student expected to demonstrate this skill or behavior?
- What supports are needed?

The paraeducator should be familiar with the instructional method that the teacher utilizes.

- Where is instruction to take place?
- What steps are to be presented and in what sequence?
- How are the steps to be presented?
- How should the student practice?
- Should prompts be used? What kind?
- What type of data will be required? How often?

3.2 Activity: Taking Megan To Lunch

Paraeducators will participate in an activity that provides an opportunity to identify how knowledge of a student's goals and of the appropriate instructional methods impact the outcomes of community-based instruction.

3.2.1 Steps

- Distribute the **Taking Megan to Lunch** handout **(H11)**.
- Have the participants break into groups of three or four.
- Instruct the groups to read and discuss the story.
- When finished, instruct the groups to answer the questions on the handouts, with the spokesperson recording the group's responses.
- When finished, have each spokesperson share their group's responses with the class, providing examples and the group's reasoning.

3.2.2 Discussion: Taking Megan To Lunch

Engage the participants in a discussion about this activity, using the following questions as a guide.

- Who is responsible for this communication of student goals and instructional methods?
- Have you ever had a similar experience?
- For those paraeducators that do participate in community-based instruction, how is information communicated to you? Is that working?
- What other information would you add to the list of "What You Need To Know" (as related to IEP goals/objectives and instruction)?

3.3 Lecture: IEP-Based Instruction In The Community

Present and review the **IEP-Based Instruction: _Do..._** handout and transparency **(H12/ T10)**.

- Plan Ahead
  - ➥ Discuss goals and objectives, methods of instruction, expectations, and data collection with the teacher prior to going into the community.
- Be Clear
  - ➥ Preparation prior to the community experience is essential.

  - ➥ Communicate your expectations to the student in a simple and clear manner prior to going into the community.
- Be Consistent
  - ➥ Be consistent with expectations, routines, and instructional methods.
  - ➥ Instructional methods involving sustained and repeated activities will facilitate skill development and generalization.
- Allow Mistakes
  - ➥ Allow mistakes after the student has gone through the initial instructional stages. This is most meaningful when the student has become familiar with the expectations and is practicing the skill.
  - ➥ Natural consequences can have a positive effect on long-term skill development. Make sure there is a plan for correcting the mistake or coping with the outcome that supplements the learning

experience.

- Say "No"
  - ➥ There will be times when community members will make special allowances for students that have disabilities. Sometimes, this will be appropriate and can be helpful. If, however, the gesture assumes that the student is not capable when he or she is, the paraeducator will need to redirect the situation.
- Collect Data
  - ➥ Your observations, whether recorded on a formal data sheet or informally noted, are extremely valuable to the teacher for evaluation and planning purposes.
- Plan for Emergencies
  - ➥ An emergency can quickly become a crisis if a plan is not developed. Always carry pertinent information on the student(s) you are responsible for. Present and review the **Identification and Emergency Information** handout **(H13)**.
  - ➥ Medications that will need to be given to the student during the outing are important to remember, as well as emergency allergy medication for identified students.
  - ➥ The paraeducator should carry first-aid supplies (rubber gloves, sanitary napkins, band-aids, a cell phone or change for an emergency call).

Present and review the **IEP-Based Instruction: *Don't...*** handout and transparency **(H14/T11)**.

- Change the Plan
  - ➥ Don't change plans or expectations at the last minute. The student may not be able to change gears as quickly and the inconsistency will not promote learning.
- Give Mixed Messages
  - ➥ Don't model behaviors that are inappropriate for the student to demonstrate, for example, if you have told the student that one of the bus rules is to avoid talking with strangers, don't strike up a conversation with a stranger.
- Crowd
  - ➥ Avoid following the student too closely. This is especially problematic when the student is trying to communicate with someone in the community. People will, sometimes, try to communicate with the adult instead of the student. By stepping back a little, you will encourage others to communicate directly with

the student.
- Promote Dependence
  ➥ Notice ways that the student relies on you for prompting. We can give prompts without even realizing it. It may be a shift in our body, a tone of voice we use, or an expression on our face. We can even give prompts with our silence. If the paraeducator is giving additional prompts, it is important to learn what they are and take them out of the equation. One way to learn if you are giving additional prompts is to simply choose to be aware of your body and voice.
  ➥ Be still; use an even tone and volume.
  ➥ You can also ask your teacher or a fellow paraeducator to observe you interacting with the student. An outside observer may be able to pick up on prompts you are giving that you aren't fully aware of.
- Be in a Hurry
  ➥ There are times when things take longer than we expected. A task may be more difficult for the student, resulting in a slower process.
  ➥ Resist the urge to "rescue." Don't do things for the student that he or she is trying to learn for him or herself.
- Over Prompt
  ➥ If you hear yourself giving instructions at each step in a process, over and over again, the student is probably learning more about following verbal commands than following a sequence of steps to complete a specific task. The goal is independence, not obedience.

3.4 Activity: In The Community: What Would You Do?

Paraeducators will participate in an activity that provides an opportunity to apply what they have learned regarding IEP-based instruction in the community.

3.4.1 Steps
- Distribute the **In The Community: What Would You Do?** handout **(H15)**.
- Have participants break into pairs.
- Instruct the pairs to discuss each situation and complete the handout.
- When finished, ask the pairs to share how they responded to each scenario. Encourage teams with different responses to compare their perceptions and approaches. Be sure to cover all questions.
  ➥ Identify the problem.

➥ What action would you take?

➥ Support your response.

3.4.2 Discussion: In The Community: What Would You Do?

Engage the participants in a discussion regarding this activity, using the following questions as a guide.

- What experience have you had in the community that would make a challenging addition to the activity? What did you do?
- Considering what we have discussed today, what would you have done differently?
- If you are currently instructing students in the community, what preparation have you received?
- Do you feel better prepared to carry out IEP-based instruction in the community?
- What other types of support do you feel would be helpful for paraeducators that are instructing and supervising activities in the community?

Goal 4: Define transition.

4.1 Lecture: What is Transition?

The Individuals with Disabilities Education Act (IDEA, PL 101-476) defines transition as a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities including:

- Post-secondary education.
- Vocational training.
- Integrated employment (including supported employment).
- Continuing and adult education.
- Adult services.
- Independent living (domestic).
- Community participation.
- Recreation and leisure.

According to this federal definition, transition services must be based on the individual student's needs, taking into account the student's preferences and interests. Services may include:

- Instruction,
- Related services,
- Community experiences,
- Development of employment and other post-school adult living objectives, and
- Acquisition of daily living skills and functional vocational evaluation.

Present and review the **Transition Areas** transparency **(T12)**. There are five areas that may be assessed and included in the IEPs of students receiving special education services.

- Community Participation
  ➥ Accessing community resources including people, places, and activities in the community.
- Home Living
  ➥ Developing necessary skills to live as independently as possible.
- Recreation and Leisure
  ➥ Knowing about and experiencing social and free time activities.
- Jobs and Job Training
  ➥ Developing employment skills.
➥ Post-Secondary Training and Education
  ➥ Developing skills to access lifelong learning opportunities.

These areas must be assessed and included for students aged fourteen years and older. Individualized goals and related objectives are required for students in each of the five transition areas.

Present and review the **The Concept of Transition** transparency **(T13)**. The concept of transition has the following several components.

- Assisting the student and family in identifying their dreams and goals for the student's life after high school and to develop a long-range plan to get there.
- Designing an IEP that ensures the student develops the skills and competencies needed to achieve his or her post-school goals.
- Identifying and linking the student and family to those post-school agencies, supports, and/or programs that will be needed before the student exits school.

Why are transition services and planning so important? Transition planning has traditionally been thought of as how young people are prepared for the world of work. While job training and experiences are important, they are only one component in the transition process. Effective transition planning involves a "whole-life" approach. Where the student lives, works, and socializes is looked at. Successful transition planning involves a person-centered planning approach, identifying the dreams and needs of the person first and then designing a plan accordingly.

Between 50 and 75% of adults with disabilities are unemployed. This is over eight times the rate of people without disabilities (U.S. Commission on Civil Rights).

Only one in four of those adults with disabilities who do work do so full-time, with underemployment remaining a problem (Harris Poll, 1986).

Individuals with disabilities earn much less than individuals who don't have disabilities (Census Data, 1980).

These statistics underscore the importance of transition planning for students with disabilities. It is imperative that students, with the support of their families, teachers, and other important people in their lives, take an active step to ensure that they leave school with the skills necessary to lead satisfying and healthy adult lives.

4.2 Discussion: Further Understanding Transition

Engage the participants in a discussion regarding transition, using the following questions as

a guide for the discussion.

- Why is it important for paraeducators to understand the definition, areas, and components of transition?
  - ➥ To be familiar with the terminology used in educational environments.
  - ➥ To have an understanding of the "big picture." The instruction that is provided in school will have a direct impact on the quality of life that students experience in the world after graduation.
  - ➥ It is important to understand transition to participate more fully in the IEP process. The paraeducator is an important part of this team.
- What connections do you see between transition, the IEP, domain areas, person-centered planning, and community-based instruction?

Goal 5: Identify forms, agencies, and supports necessary for transition and how to access them.

Note to Instructor: Due to the differences in agencies, services, and the applicable forms between different counties and states, you will need to obtain the following information for this goal area as it pertains to the location of your class:

- Individualized Transition Plan (ITP) forms from the local school district, and
- Local community resources.
  - ➥ Identify agency names, contact information, and function for the following and add to the **Local Community Resources** transparency **(T15)**:
    - ⇉ Department of Vocational Rehabilitation
    - ⇉ Department of Developmental Services
    - ⇉ Community College
    - ⇉ Mental Health

5.1 Lecture: Individualized Transition Plan Content

Public Law 105-17 Section 300.27, The Individuals with Disabilities Education Act (IDEA), defines transition services as:

- "A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation."

IDEA requires that transition service language be included in IEPs for students 14 years of age and older. IDEA requires that a Transition Plan be included in IEPs for students 16 years of age and older. As part of transition planning, community agencies and other types of service providers will become partners in planning and providing support for each student.

Distribute copies of the IEP/ITP used by the district in which you are teaching. Review the IEP/ITP and identify the sections that address agencies and supports necessary for transition.

5.2 Lecture: Community Resources and Services

Paraeducators at the high school level will be involved in transition planning and with the identified coordinated service providers. Present and review the **Community Resources and Services** handout and transparency **(H16/T14)**, pointing out that this is a general list of the community resources and services available.

- Department of Rehabilitation
  - ➥ Job placement and training.
  - ➥ Assistive technology.
  - ➥ Service coordination and case management.
  - ➥ Career counseling.
  - ➥ Supported employment assessment.
- Department of Developmental Services
  - ➥ Service coordination (case management).
  - ➥ Independent-living skills training.
  - ➥ Assistance in securing housing, transportation, medical services, day activities, supported employment, respite, social security, supplemental income, and disability insurance.
- Community College
  - ➥ General education learning disability programs.
  - ➥ Certified vocational education programs.
  - ➥ Assistive technology/disabled students programs.
  - ➥ Regional occupational programs and services.
- Mental Health
  - ➥ Psychiatric in-patient and long-term care services.
  - ➥ Psychiatric diagnosis and adjustment medication.
  - ➥ 24-hour crisis counseling.
  - ➥ Mental health rehabilitative services.

Present the **Local Community Resources** transparency **(T15)**. Review with the participants the local agency names, contact information, and specific services and supports that each provide.

Module C Handouts

Module C: Life Skills and Community-Based Training for
High School and/or Transition Students

1.   Define domain areas and embedded skills for high school and transition students.

2.   Describe a person-centered planning process and how it determines what students are taught.

3.   Carry out IEP-based instruction in community settings.

4.   Define transition.

5.   Identify forms, agencies, and supports necessary for transition and how to access them.

Domain Areas and Related Skills

D = Domestic Living   **V** = Vocational   **L** = Leisure and Recreation
C = Community   **E** = Educational

Skills

_____ Interviewing for a job.

_____ Going to the movies with friends.

_____ Riding the local bus to the mall.

_____ Filling out a job application.

_____ Cooking a meal.

_____ Washing clothes.

_____ Walking to the grocery store.

_____ Attending a class for vocational training.

_____ Balancing checkbook.

_____ Making plans for the weekend with a friend.

_____ Choosing an outfit.

_____ Finding a phone number in the phone book.

_____ Renting and watching a video.

_____ Getting to work on time.

_____ Requesting a day off from work.

_____ Getting a haircut.

_____ Registering for a self-defense course through the YMCA.

Character Description: *Student*

Your Background:

You are Brandy Wheatly. You are 17 years old and are in the 11th grade. You have moderate developmental disabilities. You have been participating in student-centered programming for the past year. You live at home with your family and help out with a variety of household chores. You function independently around self-care skills. You are currently taking three regular education courses, with modifications to the curriculum. You spend the remaining part of the school day participating in community-based instruction and at your volunteer job. You have been volunteering two hours a day, Monday through Friday, at your local recreation center, washing towels and performing light housekeeping duties. Currently, school staff members are transporting you to your job by private car. You have several friends at school that you eat lunch with, but you have no contact with them after school or on the weekends.

Your Dreams:

- You want your own apartment someday, maybe with a roommate.
- You like working at the recreation center, but would like to work full time with pay. Lately, you have become very interested in their day care center and think that you would enjoy working with the children.
- The recreation center, where you work, offers karate classes three days a week. You have seen a girl from school in the class. You are interested in learning karate.
- You would like to be able to go to work on your own. You have ridden the local bus to and from several community outings during school and know that there is a bus stop at the recreation center.
- You are unsure about this area.

Your Strengths:

- Domestic
  - ➡ You can cook simple meals.
  - ➡ You can do cleaning chores independently.
  - ➡ You can make and receive phone calls.
- Vocational
  - ➡ You have been a reliable worker at the recreation center.
  - ➡ You get along with other staff members.
  - ➡ You can follow verbal directions.

Character Description: *Student*
(continued)

- Recreation and Leisure
  ➡ You have a few areas of interest: watching videos, rollerblading, and swimming.
  ➡ You are able to do these independently, although your parents don't want you to go to the pool alone.
- Community
  ➡ You have ridden the local bus system and know how much it costs to ride.
  ➡ You are able to walk to your aunt's house by yourself, which is four blocks away.
- Educational
  ➡ You do well in classes with the modifications.
  ➡ You think you have good reading skills.
  ➡ You have learned to do the word problems in math with a calculator.

Your Barriers and Supports:
- Domestic
  ➡ Your mom says that you need to be able to "budget" your money before you can live on your own. You aren't sure what that is or if you can do it.
- Vocational
  ➡ You aren't sure what you need to do to get a job at the recreation center's day care.
- Recreation and Leisure
  ➡ You haven't been invited to go out with your friends on the weekends and you don't know why.
- Community
  ➡ You don't know how to tell when the bus is going to come.
- Educational
  ➡ You don't know the options or how to find information about what classes are being offered in your community.

Character Description: *Parent*

Your Child's Background:

Brandy Wheatly is in the 11th grade and is 17 years old. Brandy has moderate developmental disabilities. She has participated in student-centered programming for the past year. She lives at home with you and helps out with a variety of household chores. She functions independently around self-care skills. Brandy is currently taking three regular education courses, with modifications to the curriculum. She spends the remaining part of her school day participating in community-based instruction and at her volunteer job. She has been volunteering two hours a day, Monday through Friday, at your local recreation center, washing towels and performing light housekeeping duties. Currently, school staff are transporting Brandy to her job by private car. Brandy has several friends at school that she eats lunch with, but has no contact with them after school or on the weekends.

Your Perspective:

Brandy has become more independent at home over the last couple of years, but still needs help structuring her time. Brandy talks about getting her own apartment so she can have a puppy. You feel she might be able to live on her own someday if she had support with money management and bills. You do worry how she would handle emergencies and if she would be safe. You would like to see Brandy working full time and earning competitive pay after high school. Brandy's social life includes church activities once a week, from 5:00 to 7:00, with the youth group and interacting with your adult friends. You know that Brandy is lonely at times, and would like to see her involved with other girls her own age. She has started to show an interest in boys and is not shy about flirting. You are concerned with putting together a plan that will give Brandy a full life after high school, that includes a job that she likes, meaningful friendships, and as much independence as possible.

Your Dreams for Brandy:
- To live in an apartment, with support.
- To have a full-time job in an environment that is supportive.
- To have meaningful friendships and activities to participate in on a regular basis.

Brandy's Strengths:
- Domestic
  - Cooking and cleaning skills are good.
  - Likes being independent.
- Vocational
  - Takes pride in her job.
  - Always on time, ready to go.

Character Description: *Parent*
(continued)

- Recreation and Leisure
  - ➥ She enjoys being with other kids.
  - ➥ She is active and healthy.
  - ➥ She has the ability to make choices and has preferences.
  - ➥ She knows what she likes.
- Community
  - ➥ She is definitely ready to go to work on her own.
  - ➥ She has expressed a desire to be independent.
  - ➥ She has the necessary skills to read the bus schedule.
- Educational
  - ➥ Brandy loves her classes at school.
  - ➥ She takes her homework assignments seriously.

Barriers and Supports:
- Domestic
  - ➥ Brandy has difficulty structuring time.
  - ➥ She has not had opportunities to develop skills in or experience with identifying household expenses, managing money, budgeting, or banking skills.
- Vocational
  - ➥ Brandy has limited exposure to the vocational options available to her.
- Recreation and Leisure
  - ➥ Primary responsibility for setting up social situations has been on you as her parents.
  - ➥ Brandy does not have many friends.
  - ➥ The friendships that she does have seem to be limited to one environment. She interacts with friends at school, only in school.
  - ➥ The friends she has in youth group, she interacts with only during youth group activities.
- Community
  - ➥ Brandy isn't very assertive with strangers.
- Educational
  - ➥ Brandy doesn't know the options or how to find information about what classes are being offered in her community.
  - ➥ She does not know how to determine if a class is at her skill level.

Character Description: *Friend*

Your Friend's Background:

Brandy Wheatly is in the 11th grade, and is 17 years old. Brandy has moderate developmental disabilities. She has participated in student-centered programming for the past year. She lives at home with her family and helps out with a variety of household chores. She functions independently around self-care skills. Brandy is currently taking three regular education courses, with modifications to the curriculum. She spends the remaining part of her school day participating in community-based instruction and at her volunteer job. She has been volunteering two hours a day, Monday through Friday, at her local recreation center, washing towels and performing light housekeeping duties. Currently, school staff are transporting Brandy to her job by private car. Brandy has several friends at school that she eats lunch with, but has no contact with them after school or on the weekends.

Your Perspective:

You have known Brandy since you were both in elementary school. You go to the same school, but you are a year ahead and you don't have any classes together or the same lunchtime. You do see Brandy every Sunday night in youth group and occasionally when your families get together to do something. You have always liked Brandy and have fun doing things when your families get together. You know that Brandy has difficulty with academics in school and that she gets extra support from a special teacher. Brandy doesn't really talk in groups, but will open up when it's just the two of you. You know that she likes a senior, named Jake, that she loves country music and has more gel pens than anyone else you know. Brandy loves it when you come over and do her hair and play with makeup.

Brandy's Strengths:

You know a lot about Brandy's preferences. You want to make sure that the team knows that Brandy is a fun person to be with and that she is easy to get along with, a good friend. You also can share what you know about her likes and dislikes. You may be the only person at the meeting that knows that her favorite treat is cookie dough.

Barriers and Supports:

- Domestic
  - ➡ You aren't really sure what to say about this.
  - ➡ You have had a savings account since you were 10 and you just opened your first checking account last month. You think about how you could help Brandy. Maybe you'll show your checkbook to Brandy the next time you get together and show her how to write a check.

Character Description: *Friend*
(continued)

- Vocational
  - ➥ You know about Brandy's job, but didn't know she was thinking about working in the day care.
  - ➥ You have had a lot of experience baby-sitting and have taken a special safety class especially for baby-sitters.
  - ➥ You received a certificate when you passed the class.
- Recreation and Leisure
  - ➥ You have noticed that Brandy is pretty quiet in a group of three or more kids.
  - ➥ You think she is just shy.
  - ➥ You think if she talked more and let people know what she is like, other kids would invite her to do things with them more often.
  - ➥ You also point out that kids meet up at places most of the time and then make a plan to do something. You might go to the football game, find some friends to sit with, then make plans to go out for pizza after the game.
  - ➥ You might suggest that Brandy get out more and come to the games or other places where kids from school hang out.
- Community
  - ➥ You wonder how Brandy will get to nighttime activities.
  - ➥ Does the bus run at night?

Character Description: *Teacher*

The Student's Background:
Brandy Wheatly is in the 11th grade, and is 17 years old. Brandy has moderate developmental disabilities. She has participated in student-centered programming for the past year. She lives at home with her family and helps out with a variety of household chores. She functions independently around self-care skills. Brandy is currently taking three regular education courses, with modifications to the curriculum. She spends the remaining part of her school day participating in community-based instruction and at her volunteer job. She has been volunteering two hours a day, Monday through Friday, at her local recreation center, washing towels and performing light housekeeping duties. Currently, school staff are transporting Brandy to her job by private car. Brandy has several friends at school that she eats lunch with, but has no contact with them after school or on the weekends.

Your Perspective:
You have known Brandy since she entered high school. You are her case manager, have had her in several classes, and have spent time with her in community situations. Last year, when you started using a person-centered approach in developing IEPs and ITPs, you began to teach students how to participate in the meetings. Brandy has become much better at communicating her preferences and making decisions. She is very excited about this meeting and has clear ideas about what she wants. Her regular education teachers have said she is a pleasure to have in class, she pays attention, and tries hard to do what the other students are doing. They have reported that Brandy is not able to read the grade level textbooks for information. She also needs to be given extra time and support for written assignments. Brandy seems to enjoy class discussions and will occasionally join in, but will withdraw if called on for an answer. Brandy does very well during community-based instruction, using appropriate communication skills and accessing community businesses.

Brandy's Strengths:
- Domestic
  - ➡ Brandy has the necessary skills to learn how to write checks and balance a checkbook.
- Vocational
  - ➡ Brandy's performance evaluations from her volunteer job have been good.
  - ➡ She dresses appropriately, arrives on time, and follows directions.
- Recreation and Leisure
  - ➡ Brandy has good communication skills and can make choices for herself.

Character Description: *Teacher*
(continued)

➡ She's had a variety of recreational experiences and has definite preferences.

➡ Brandy has a willingness to try new things.

- Community
  - ➡ She has demonstrated appropriate social and safety skills in the community.
  - ➡ Brandy enjoys going out and is able to access a variety of local businesses.
- Educational
  - ➡ Brandy is motivated to learn and enjoys positive feedback from teachers.
  - ➡ Brandy has increased her awareness of compensatory techniques and is beginning to advocate for herself.

Barriers & Supports:
- Domestic
  - ➡ Brandy needs meaningful experience with money management, banking.
  - ➡ Instruction and opportunities for practice could be provided in math class.
- Vocational
  - ➡ Brandy has not had enough exposure to vocational options.
  - ➡ She does not know what the requirements are for a day care job at the recreation center.
- Recreation and Leisure
  - ➡ Brandy needs to learn new communication skills in order to build peer relationships.
  - ➡ Brandy also needs to increase the amount of time she spends in places where her friends hang out.
- Community
  - ➡ Brandy needs to learn how to access and read bus schedules.
  - ➡ Transportation alternatives need to be explored in case the bus schedule does not meet her needs.
- Educational
  - ➡ Brandy will need more information about what types of classes she can access after high school.
  - ➡ She will also need more information about what needs can be met through continuing education (vocational advancement, learn more about an area of interest, meeting new people, etc.).

Character Description: *Paraeducator*

The Student's Background:

Brandy Wheatly is in the 11th grade, and is 17 years old. She has moderate developmental disabilities. She has participated in student-centered programming for the past year. She lives at home with her family and helps out with a variety of household chores. She functions independently around self-care skills. Brandy is currently taking three regular education courses, with modifications to the curriculum. She spends the remaining part of her school day participating in community-based instruction and at her volunteer job. She has been volunteering two hours a day, Monday through Friday, at her local recreation center, washing towels and performing light housekeeping duties. Currently, school staff are transporting Brandy to her job by private car. Brandy has several friends at school that she eats lunch with, but has no contact with them after school or on the weekends.

Your Perspective:

You have worked with Brandy since the beginning of the school year. You've provided support in math and spent time with her in community situations. You've noticed that she keeps to herself in class. Though she is more comfortable asking you for help when she's confused about directions or gets stuck, she will not ask the teacher. Last week, you noticed her in the lunchroom, sitting with three other girls. Brandy was listening to the other girls tell stories and laugh, but she didn't seem to enter the conversation. Brandy seems more comfortable in the community and communicates with adults appropriately. She has not demonstrated difficulty requesting information. During community outings, Brandy has shown greater confidence, relying less on staff for information and direction.

Brandy's Strengths:

- Domestic
  - ➥ Brandy has the necessary skills to learn how to write checks and balance a checkbook.
- Vocational
  - ➥ Brandy loves her job.
  - ➥ She has expressed an increased sense of confidence about her abilities.
- Recreation and Leisure
  - ➥ Brandy has good communication skills.
  - ➥ She is able to make choices for herself.
  - ➥ Brandy has had a variety of recreational experiences and has shown definite preferences.
  - ➥ Brandy has a willingness to try new things.

Character Description: *Paraeducator*
(continued)

- Community
  - ➥ Brandy has made some connections in the community.
- Educational
  - ➥ Brandy is motivated to learn and enjoys the positive feedback she gets from teachers.
  - ➥ She will seek support outside of class in order to complete assignments.

Barriers and Supports:
- Domestic
  - ➥ Brandy needs meaningful experience with money management, including banking.
  - ➥ She could be provided with instruction and opportunities for practice in her math class.
- Vocational
  - ➥ Brandy has not had enough exposure to vocational options.
  - ➥ She does not know what the requirements are for a day care job at the recreation center.
- Recreation and Leisure:
  - ➥ Brandy needs to learn new communication skills in order to build peer relationships.
  - ➥ Brandy also needs to increase the amount of time she spends in places where her friends hang out.
- Community
  - ➥ Brandy will need to learn how to access and read bus schedules.
  - ➥ Alternatives for transportation need to be explored in case the bus schedule does not meet her needs.
- Educational
  - ➥ Brandy needs to advocate for herself in all environments.
  - ➥ Brandy needs to continue to develop the ability to ask for help when she needs it.

Character Description: *Community Member*

The Student's Background:

Brandy Wheatly is in the 11th grade, and is 17 years old. She has moderate developmental disabilities. She has participated in student-centered programming for the past year. She lives at home with her family and helps out with a variety of household chores. She functions independently around self-care skills. Brandy is currently taking three regular education courses, with modifications to the curriculum. She spends the remaining part of her school day participating in community-based instruction and at her volunteer job. She has been volunteering two hours a day, Monday through Friday, at her local recreation center, washing towels and performing light housekeeping duties. Currently, school staff are transporting Brandy to her job by private car. Brandy has several friends at school that she eats lunch with, but has no contact with them after school or on the weekends.

Your Perspective:

You are Brandy's supervisor at the recreation center. You were involved in hiring and training her. You have known her for approximately six months. Brandy's teacher had come to you with the idea of allowing her some work experience at the recreation center and together you came up with her job responsibilities. When Brandy first started at the recreation center, she was fairly quiet and would not ask questions when given directions. Over time, she became more comfortable and usually clarifies instructions before beginning a task. You have noticed that she talks and jokes with the other staff members more, while still getting her job done. Sometimes, after work, Brandy likes to go to the day care and talk with Jane, the supervisor, and will spend 5-10 minutes playing with the children before her ride comes to take her back to school. Brandy has done a good job with her current routine and gets her jobs done in less time than when she started. You have thought about giving her another responsibility, but wanted to discuss it with her parents or teacher first.

Brandy's Strengths:

- Vocational
  - ➡ Brandy is reliable.
  - ➡ She is willing to learn.
  - ➡ She follows directions.
  - ➡ She is pleasant to work with.
- Community
  - ➡ Brandy interacts appropriately with the people that use the recreation center.
  - ➡ She is meeting new people and forming new connections frequently.

Character Description: *Community Member*
(continued)

Barriers and Supports:

- Vocational
  - ➥ Brandy could apply for a job in the day care, but would need to complete the child safety course that is offered through the recreation center before applying.
  - ➥ The recreation center would waive her registration fee.
- Recreation and Leisure
  - ➥ Brandy has never been to a karate class.
  - ➥ It would be beneficial for her to visit and have a chance to ask questions before enrolling.
  - ➥ If Brandy would like to take the karate class through the recreation center, she could enroll at a discounted fee because she is a volunteer.
- Educational
  - ➥ Brandy needs to advocate for herself in all environments.
  - ➥ Brandy needs to continue to develop the ability to ask for help when she needs it.

Character Description: *Agency Representative*

The Student's Background:

Brandy Wheatly is in the 11th grade, and is 17 years old. She has moderate developmental disabilities. She has participated in student-centered programming for the past year. She lives at home with her family and helps out with a variety of household chores. She functions independently around self-care skills. Brandy is currently taking three regular education courses, with modifications to the curriculum. She spends the remaining part of her school day participating in community-based instruction and at her volunteer job. She has been volunteering two hours a day, Monday through Friday, at her local recreation center, washing towels and performing light housekeeping duties. Currently, school staff are transporting Brandy to her job by private car. Brandy has several friends at school that she eats lunch with, but has no contact with them after school or on the weekends.

Your Perspective:

You work for a local federally-funded agency that creates programs and services to support persons with disabilities. You have extensive knowledge of the programs and services available, but cannot guarantee when there will be an opening for Brandy. You have some background information on Brandy, provided by the family. This is the second time you have met with her.

Brandy's Strengths:

You don't have enough information, at this time to comment.

Barriers and Supports:

- Domestic Living
  - ➥ Your agency does provide support to persons transitioning from home to their own apartment.
  - ➥ They can provide instruction in the new environment on safety, bills, and checking account management.
- Vocational
  - ➥ You have some information on another community program that provides vocational assistance: job placement and coaching.
- Recreation and Leisure
  - ➥ Your agency offers recreational programs at the YMCA every Saturday evening, with supervised group outings once a month. Recent outings were a trip to a national park and a ski day. There are fees for the programs.

Community Instruction

Goals and Objectives

- What skill or behavior is the student expected to demonstrate?

- How will the skill or behavior be measured?

- What observable behavior defines success?

- Under what conditions is the student expected to demonstrate this skill or behavior?

- What supports are needed?

Instructional Method

- Where is instruction to take place?

- What steps are to be presented and in what sequence?

- How are the steps to be presented?

- How should the student practice?

- Should prompts be used? What kind?

- What type of data will be required? How often?

Taking Megan To Lunch

Megan is a 16-year-old student with multiple disabilities including a genetic disorder that impairs her fine and gross motor skills, receptive and expressive language, and cognitive functioning. Megan's primary mode of communication is sign language, even though she can follow simple verbal instructions. Megan has difficulty expressing her emotions and will sometimes become physically aggressive when frustrated or feeling physical discomfort. Megan is supported by a paraeducator at all times.

This is Megan's first year in a program that offers community based training. One of Megan's goals is to practice making choices. When Megan is presented with two to four visual options (of items or activities), she will indicate her choice by pointing to a particular picture. Megan has practiced this skill at school. She performs best when at her desk, free of distractions in a one-to-one situation. The teacher presents the cards, one at a time, placing them in front of Megan. When she is done giving Megan her options, she asks Megan which one she wants. She verbally asks and uses sign language, together. Megan has become consistent in her ability to respond and has shown a pattern of preferences. The teacher would like Megan to begin practicing this skill in community environments.

A community outing with several students has been planned for Friday. They will be going out to a fast food restaurant for lunch. The teacher would like Megan to go and choose what she would like to have for lunch. She prepares four picture cards: hamburger, cheeseburger, chicken bites, and pizza. The teacher asks one of the paraeducators, Andrea, to assist Megan during the outing. Andrea is told that Megan will be practicing making a food selection from the cards. She is told to show Andrea each card and let her pick the one she wants.

It's Friday and Megan has arrived at the restaurant. Andrea takes Megan to stand in line to order. The restaurant is starting to become very busy. When it is Megan's turn to order, Andrea puts the cards on the counter in front of her and asks Megan, "What would you like to eat?" Megan signs "eat." Andrea tells Megan that she can eat as soon as she tells the girl at the counter what she wants. Andrea points at the cards and tells Megan to pick one. Megan moves toward Andrea and grabs her hair. Megan is lead away from the counter, at which point she physically escalates.

Taking Megan To Lunch
(continued)

- Did the paraeducator demonstrate knowledge of the skill that Megan was expected to demonstrate?

- Did the paraeducator demonstrate an understanding of the conditions that the student was expected to demonstrate the skill in?

- Were the appropriate supports available to Megan?

- Did the paraeducator present Megan's task in the appropriate place?

- Did the paraeducator demonstrate knowledge of the steps that were to be presented and their sequence and how to present them?

- What might the paraeducator determine based on her experience with Megan? (Keep in mind that she is not aware that she did not have all of the necessary information.)

- What information would have changed the outcome in this situation?

IEP-Based Instruction: *Do...*

- Plan Ahead.
  - ➥ Discuss goals and objectives, methods of instruction, expectations, and data collection with the teacher prior to going into the community.

- Be Clear.
  - ➥ Preparation prior to the community experience is essential.
  - ➥ Know what the purpose is and what steps you will be taking the student through.
  - ➥ Communicate your expectations to the student in a simple and clear manner prior to going into the community.

- Be Consistent.
  - ➥ Be consistent with expectations, routines, and instructional methods.
  - ➥ Instructional methods involving sustained and repeated activities will facilitate skill development and generalization.

- Allow Mistakes.
  - ➥ Allow mistakes after the student has gone through initial instructional stages.
  - ➥ Make sure there is a plan for correcting the mistake or coping with the outcome that supplements the learning experience.

- Say "No."
  - ➥ There will be times when community members will make special allowances for students that have disabilities. If the gesture assumes that the student is not capable when he or she is, you will need to redirect the situation.

- Collect Data.
  - ➥ Your observations are extremely valuable to the teacher for evaluation and planning purposes.

- Plan for Emergencies.
  - ➥ Always carry pertinent information on the student(s) you are responsible for.
  - ➥ Medications that will need to be given during the outing are important to remember, as well as, emergency allergy medication for identified students.
  - ➥ Carry first-aid supplies (rubber gloves, sanitary napkins, band-aids, a cell phone or change for an emergency call).

Identification and Emergency Information

Emergency information should include:

- The student's name, address, and telephone number;

- The parent's name and telephone number(s);

- The name of the school and the telephone number;

- The name of the teacher and a school administrator;

- Medical information;

- The student's mode of communication; and

- A picture of the student.

Each student should carry the following:

- Personal identification;

- Emergency information;

- Relevant telephone numbers; and

- Change for an emergency call.

The student should carry all necessary information so that it is accessible and cannot be set down and lost. A hip pack with a zipper can provide convenience and security.

IEP-Based Instruction: *Don't...*

- Change the Plan.
  - ➥ Don't change plans or expectations at the last minute.

- Give Mixed Messages.
  - ➥ Don't model behaviors that are inappropriate for the student to demonstrate.

- Crowd.
  - ➥ Avoid following the student too closely. This is especially problematic when the student is trying to communicate with someone in the community. People will, sometimes, try to communicate with the adult instead of the student. By stepping back a little, you will encourage others to communicate directly with the student.

- Promote Dependence.
  - ➥ Notice ways the student relies on you for prompting.
  - ➥ If you are giving additional prompts, it is important to learn what they are and take them out of the equation. One way to learn if you are giving additional prompts is to simply choose to be aware of your body and voice. You can also ask your teacher or a fellow paraeducator to observe you interacting with the student.

- Be in a Hurry.
  - ➥ There are times when things take longer than we expected. A task may be more difficult for the student, resulting in a slower process.
  - ➥ Resist the urge to "rescue."
  - ➥ Don't do things for the student that he or she is trying to learn for him or herself.

- Over Prompt.
  - ➥ If you hear yourself giving instructions at each step of a process, over and over again, the student is probably learning more about following verbal commands than following a sequence of steps to complete a specific task.
  - ➥ The goal is independence, not obedience.

In The Community: What Would You Do?

You are prepared. You know the goals and objectives the student is to work on. You are familiar with the instructional methods to be used. The student has demonstrated that he is prepared and understands the expectations. What could go wrong? Anything. Read each situation and respond to the following for each.

1. Identify the problem.
2. What action would you take?
3. Support your response.

Situation 1

You are taking Jeff to a fast food restaurant for lunch. He has been on several other restaurant outings and understands the concept of staying within his budget. His goals are to communicate his order clearly to the cashier and to independently pay for his order, using the next-dollar strategy. Prior to the trip, he was shown a menu and prices. He chose what he was going to order in advance and figured out the cost. He practiced ordering his food in a role-play situation. Jeff successfully practiced using the next-dollar strategy in math. On the day of the outing, he brought the correct amount of money, which you make sure is included in his fanny pack, along with his ID and bus pass, before leaving. When you get to the restaurant, you allow him to go place his order, while you help another student get her money out to pay for her food. When you check back with Jeff, you notice that he has ordered much more food than he had planned. He is holding his money and staring blankly at the cashier. You realize that he cannot pay for all of the food he has ordered. As you approach Jeff, you hear the cashier saying, "That's okay, just go ahead and take it."

Situation 2

You have accompanied three students to the store to buy ingredients for a pizza they are cooking on Wednesday. The students did a great job meeting their objectives in the store. You have ridden the local bus to the store and will be taking it back to school. You are heading back to school when a man in his 40's gets on the bus, three stops before yours. It quickly becomes clear that he is intoxicated. He begins to speak in a loud voice to one of your students. When the student doesn't respond, he begins to swear.

In The Community: What Would You Do?
(continued)

Situation 3

You and another paraeducator are supervising a group of five students on a community trip to the local recreation center. All five students have participated in at least four previous trips on the local bus, and all are working on the following IEP objectives:

- The student will wear a hip pack with his or her ID, bus pass, bus money, and activity money included.
- The student will be responsible for his or her hip pack and its contents.
- The student will participate in one new recreation and leisure activity per month.
- The student will demonstrate knowledge of bus riding procedures and rules.

Prior to leaving the school, the teacher reviewed the outing plan, objectives, and rules. Students were asked to show that they had all of the required items for the trip. After a five-minute bathroom break, the group left the school and walked a block to the bus stop. When the bus arrived, the students began to get on, showing their bus passes and paying the bus fee. You notice that one of the students is still searching through her pack, but can't find her change for the bus.

Situation 4

You have just arrived at school when the teacher asks if you would accompany Danita to her volunteer job this afternoon. The paraeducator that regularly facilitates her job experience is out ill and Danita's supervisor is counting on her help today. Danita has been working two days a week for the past month and is demonstrating increased independence. Support from the paraeducator has included: assisting Danita with safety skills walking to and from the job site, prompting Danita when it is time to change tasks (she is not able to tell time), and collecting data on her job performance skills. You have worked with Danita in her life skills class over the past six months and have been in the community with her on two occasions. You have never been to her job site before.

Community Resources and Services

Department of Rehabilitation
- Job placement and training.
- Assistive technology.
- Service coordination and case management.
- Career counseling.
- Supported employment assessment.

Department of Developmental Services
- Service coordination (case management).
- Independent living skills training.
- Assistance in securing: housing, transportation, medical services, day activities, supported employment, respite, social security, supplemental income, and disability insurance.

Community College
- General education learning disability programs.
- Certified vocational education program.
- Assistive technology/disabled students programs.
- Regional occupational programs and services.

Mental Health
- Psychiatric in-patient and long-term care services.
- Psychiatric diagnosis and adjustment medication.
- 24-hour crisis counseling.
- Mental health rehabilitative services.

Module C Transparencies

Module C: Life Skills and Community-Based Training for High School and Transition Students

- *Define domain areas and embedded skills for high school and transition students.*

- *Describe a person-centered planning process and how it determines what students are taught.*

- *Carry out IEP-based instruction in community settings.*

- *Define transition.*

- *Identify forms, agencies, and supports necessary for transition and how to access them.*

Domain Areas

The PARA Center

- **Domestic**

- **Vocational**

- **Recreation and Leisure**

- **Community**

- **Educational**

Embedded Skills

- *Embedded skills are skills that are incorporated into the larger curriculum.*

- *These may be referred to as "sub-skills."*

Identifying Embedded Skills

The PARA Center

Does the student have the necessary...

Social Skills?

Does the student have the necessary...

Communication Skills?

Student Objective

Does the student have the necessary...

Functional Academic Skills?

Does the student have the necessary...

Motor Skills?

Embedded Skills Cartoon

The PAR²A Center
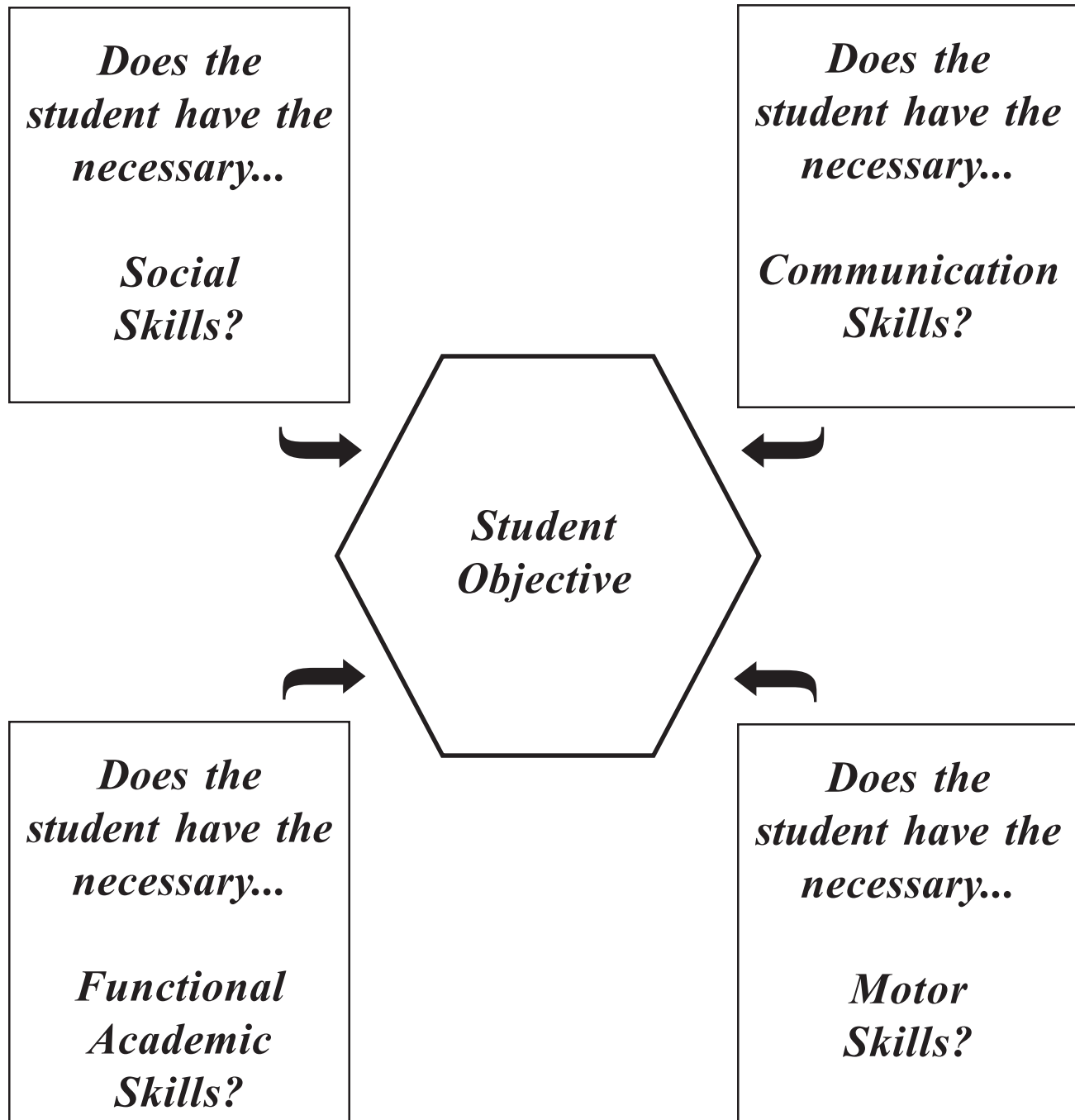
When Chris had a question for his boss, he used a method that had been successful in a previous environment.

What Is Person-Centered Planning?

- *It is a change from a system-based approach to a person-centered approach.*

- *The student and the student's family drive the planning and service delivery process based on their dreams and wishes for the student's future.*

- *The teacher's role is supportive, rather than leading.*

- *Expands the educational environment beyond the school.*

- *Encourages and supports the choices and decisions of the student.*

Components of Person-Centered Planning

- *A complete picture of who the student is and what he or she wants for the future.*

- *An IEP/ITP that reflects the dreams, preferences, and choices of the student and student's family.*

- *Support network of persons including school staff, family, community members, friends, involved agency personnel, etc.*

System-Centered IEPs vs. Person-Centered IEPs

The PAR·A Center

System-Centered IEPs...

- *Focus on labels,*

- *Emphasize deficits,*

- *Utilize standardized testing,*

- *Have teachers and staff making most of the decisions,*

- *Have the IEP and ITP developed by the school, and*

- *Have goals determined by labels and deficits.*

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System-Centered IEPs vs. Person-Centered IEPs
(continued)

Person-Centered IEPs...

- *Focus on the individual;*

- *Emphasize strengths;*

- *Get to know the individual through environmental assessments;*

- *Establish collaborative, trans disciplinary teams;*

- *Have the IEP and ITP developed by a team, which includes the individual and his or her family;*

- *Have goals based on dreams and visions for the future.*

Person-Centered Planning

The PAR'A Center

Start

Dreams & Wishes

Strengths

Barriers

Bump Ahead
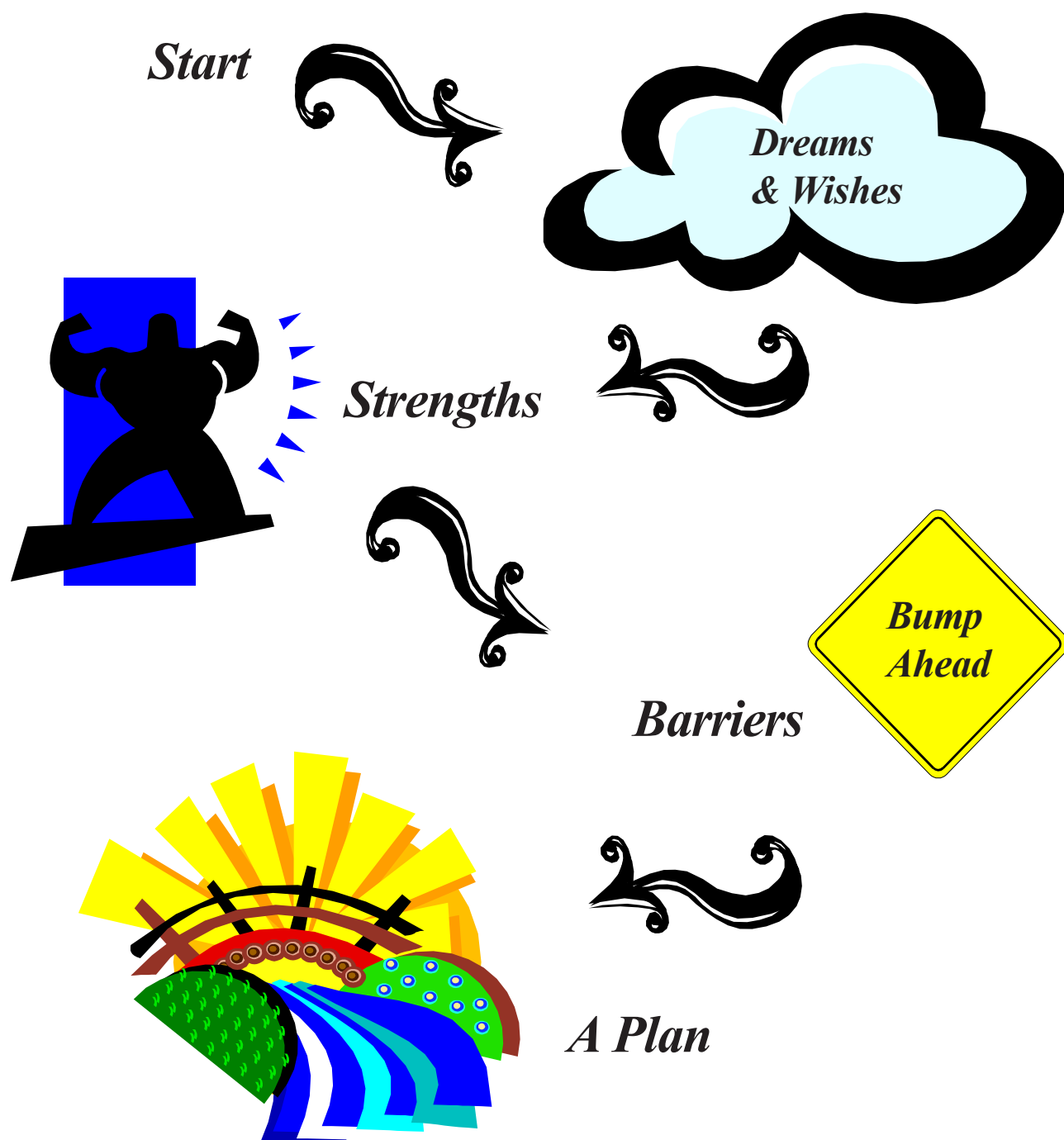
A Plan

IEP-Based Instruction In The Community: Do...

- *Plan Ahead.*

- *Be Clear.*

- *Be Consistent.*

- *Allow Mistakes.*

- *Say "No."*

- *Collect Data.*

- *Plan for Emergencies.*

IEP-Based Instruction In The Community: Don't...

- *Change the Plan.*

- *Give Mixed Messages.*

- *Crowd.*

- *Promote Dependence.*

- *Be in a Hurry.*

- *Over Prompt.*

Transition Areas

- ***Community Participation***

- ***Home Living***

- ***Recreation and Leisure***

- ***Jobs and Job Training***

- ***Post-Secondary Training and Education***

The Concept of Transition

- *Assisting the student and family in identifying their dreams and goals for the student's life after high school and to develop a long-range plan to get there.*

- *Designing an IEP that ensures the student develops the skills and competencies needed to achieve his or her post-school goals.*

- *Identifying and linking the student and family to those post-school agencies, supports, and/or programs that will be needed before the student exits school.*

Community Resources and Services

Department of Rehabilitation

- *Job placement and training.*

- *Assistive technology.*

- *Service coordination and case management.*

- *Career counseling.*

- *Supported employment assessment.*

Department of Developmental Services

- *Service coordination (case management).*

- *Independent living skills training.*

- *Assistance in securing housing, transportation, medical services, day activities, supported employment, respite, social security, supplemental income, and disability insurance.*

Community Resources and Services

(continued)

The PARA Center

Community College

- General education learning disability programs.

- Certified vocational education programs.

- Assistive technology/disabled students programs.

- Regional occupational programs and services.

Mental Health

- Psychiatric in-patient and long-term care services.

- Psychiatric diagnosis and adjustment medication.

- 24-hour crisis counseling.

- Mental health rehabilitative services.

Local Community Resources

LiSkllC-T15

Module D: Vocational Skills and Job Coaching

Life Skills Academy
Module D: Vocational Skills and Job Coaching

A. Module Goals

Using the **Module D: Vocational Skills and Job Coaching** handout and transparency **(H1/T1)**, review the goals of the module.

- Define the rationale for providing vocational instruction.
- Identify formal and informal vocational assessments.
- Describe the process of job development.
- Conduct a job site analysis, ecological inventory, task analysis, and discrepancy analysis.
- Demonstrate job matching procedures, modifications, and adaptations.
- Identify the embedded skills necessary for successful job performance.
- Identify natural supports for stability and the maintenance of jobs.

Goal 1: Define the rationale for providing vocational instruction.

1.1 Lecture: Providing Vocational Instruction

The Individuals with Disabilities Education Act (IDEA) is the law that guides how schools deliver special education and related services to students with disabilities. IDEA mandates that schools provide a transition plan for students with disabilities, which includes vocational assessment, training, and supports.

One of the most critical turning points in the lives of all people is the transition from school to the world of post-secondary education, employment, and life as an adult. Developing independence, exploring one's talents and interests, determining a career path, and pursuing either employment or additional schooling are just some of the challenges that youth in transition face.

For youth with disabilities, there are often many additional questions and challenges. When young people with disabilities leave public school, their entitlement to special education and services ends. They leave behind a relatively organized, service providing system and must now apply the skills they have been preparing to areas of independent living, including employment in a meaningful job/career. Students with mild, moderate, and severe disabilities often have difficulty generalizing skills. This means that the skills they have learned in one setting do not readily transfer to a new setting without specific instruction and opportunities to do so.

Without assessment, instruction, and a plan for short- and long-term support, a student's chances of finding, acquiring and maintaining a job diminish significantly. It is crucial that students receive the following from trained professionals and the appropriate agencies (agencies which schools are required to assist the student in accessing):

- Vocational assessment;
- Job placement services; and
- Assistance in the assessment of job sites (environments) to determine needed modifications, adaptations, and supports to help ensure that the student is able to successfully perform job duties and maintain employment.

1.2 Lecture: Vocational Training

IDEA states: "transition services means a coordinated set of activities for a student designed within an outcome-oriented process which promotes movement from school to

post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation."

The following statistics are provided by the Disability Statistics Center, University of California, San Francisco:

- A large majority, 72.2%, of working-age Americans with work disabilities do not have jobs. Nearly a third live in poverty.
- The unemployment rate for people with disabilities, 13.4%, is more than twice that of those without disabilities. The unemployment rate for persons with developmental disabilities is higher. Only 35.1% of those with mental retardation have jobs.
- People with mobility impairments, blindness, and mental retardation are the least likely to have jobs.
- A large majority, 79%, of people with disabilities who are not employed would rather be working. Of these, 42% say they would be able to work if a suitable job could be found.
- Employer attitudes are a principal barrier faced by people with disabilities who are looking for work.
- Low levels of "human capital" (education, skills, and experience) often make finding a job difficult for people with disabilities.
- Lack of employment can lead to poverty, stagnation, loss of self-esteem, and isolation.

Vocational instruction provides:

- Assessment of vocational interests and skills that leads to appropriate job matches and employee satisfaction.
- Employer education and support.
- Assessment of the work environment leading to appropriate accommodations being identified and addressed.
- Job training and support.
- Identification of embedded skills that need to be addressed.
- Identification of natural supports in the work environment that may be utilized to facilitate successful job performance.

1.3 Activity: The Rationale for Providing Vocational Instruction

Paraeducators will participate in an activity applying what they have learned regarding providing vocational instruction.

1.3.1 Steps

- Divide participants into pairs.
- Instruct the pairs to formulate a statement of the rationale for providing vocational instruction based on what they have learned in class and their practical experience in the school setting. Have the participants refer to any notes/handouts from class, as necessary.
- When finished, have the participants transfer their statements to a piece of chart paper and display them around the room.

1.3.2 Discussion: The Rationale for Providing Vocational Instruction

Engage the participants in a discussion about the rationale for providing vocational instruction in light of this activity. Use the following questions as a guide.

- Is there a particular statement that, for you, best describes the rationale for vocational instruction? Why?
- What common elements can be seen in these statements?
- If you chose to incorporate some of your own experiences in your statement, please share your statement and identify the portion that you added based on this experience. Explain why.
- Are there any further questions and/or comments regarding the rationale for vocational instruction?

Goal 2: Identify formal and informal vocational assessments.

2.1 Lecture: Vocational Assessment: The Purpose and The Benefits

Attaining meaningful employment is too important to be left to chance. Careful planning and educational programming are essential in achieving this goal and must begin with gathering information. Vocational assessment is the most important process available for assembling the information needed for a student to make well-grounded career decisions.

Present the **Definition of Vocational Assessment** transparency **(T2)**. Vocational assessment can be defined as a systematic, ongoing process designed to help students understand their vocational preferences and potential. Ideally, it should occur before a student is placed in a particular program, but it may take place at the time an individual enters the program. For the student planning his or her transition, the assessment process may include observations, anecdotal information, on-the-job tryouts, classroom performance examples, tests, and work samples.

Present the **Vocational Assessment Provides Information About...** transparency **(T3)**. Vocational assessment provides information regarding a student's:

- Career development background (e.g., awareness),
- Interests,
- Aptitudes,
- Special needs,
- Learning style(s),
- Work habits and behaviors,
- Personal and social skills,
- Values and attitudes towards work,
- Self-concept, and
- Work tolerances.

Through the assessment process, parents and professionals learn about the student, and the student learns about him or herself. Students generally emerge from the vocational assessment process with an increased self-awareness and a better understanding of their skills. When students are being assessed, a number of interesting changes can be observed in what they say and do. For example, students often:

- Want to discuss their vocational or career futures or specific vocational education plans.
- Are able to state things they can do.
- Show excitement about the vocational activities on which they are working.

- Talk enthusiastically with their families and friends about what they are doing in school.
- Show more self-confidence and/or self-esteem.
- Show more interest in school and in their academic performance.

Thus, the active participation of students in the assessment process can be an important factor in showing them how school connects to the outside world of work and in motivating them in their schoolwork. Through the assessment process, students and their families have the opportunity to gather information on various careers. Learning about various jobs, trying out work roles, exploring interests, and getting feedback on many different aspects of individual abilities and performance broadens a student's knowledge base of the work-world and themselves. The primary purpose of vocational assessment is to gather employability-related information about an individual. This will assist and empower the student.

2.2 Lecture: The Informal Vocational Assessment Process

Vocational assessment is a process that can take place at different times during a student's education and career development. It is an ongoing process that should begin during the middle school or junior high years and may continue throughout high school, and, if needed, reoccur during transitional periods in adult life.

Throughout the education process, starting at the kindergarten level or earlier, students are involved in career awareness and vocational exploration activities. In the early years of school, children study community workers such as fire fighters, police, and transportation providers. A student's performance with schoolwork can provide sources of important information about potential careers. Extracurricular activities, such as sports, music, art, scouts, and other social organizations, add to this information base and offer opportunities for the student to try out a variety of activities and roles.

These experiences can be used in informal vocational assessment, in the sense that students are developing career awareness and motivation, as well as ideas regarding what they do and do not like to do. They may also develop a fair idea of the types of jobs they would be good at and what would be difficult for them, ideas they can generally articulate if asked. Vocational assessment can be described as occurring on a continuum of appraisal procedures, which have different purposes and outcomes depending upon the individual's needs and career development stage. In schools, informal assessment is more accessible than formal appraisal approaches are.

Informal assessment differs from formal assessment in terms of the objectives, assessment settings, the personnel conducting the assessment, and the materials used in the process. Informal assessment includes the gathering of information from any number of sources other than through formal testing procedures and is conducted in classrooms or unstructured settings. Methods, such as interviewing a student or family member, making observations, conducting record reviews, and using teacher-made test results, are examples of informal methods along the assessment continuum.

Criterion-referenced tests are another type of informal assessment. These tests measure how well a student is able to perform specific tasks within a course of study. The student's performance is compared to an established level of achievement for each task or unit of the curriculum. Criterion- referenced tests are commonly used in vocational classes to determine a student's mastery of the content.

Typically, informal assessment is conducted by teachers and other professionals for the purpose of assisting a student in classroom work or for identifying possible learning difficulties. Informal assessment is an important complement to formal assessment and is essential in determining whether a referral for formal assessment is appropriate.

2.3 Lecture: The Formal Vocational Assessment

Formal assessment is a structured procedure conducted for a specific purpose and involves the use of norm-referenced, commercially developed, and standardized instruments. The purpose of formal assessment in vocational appraisal is to determine a student's interests, aptitudes, learning preferences, work skills, and other vocationally relevant information. Many vocational assessment instruments have been commercially developed and administered to a representative group of individuals in order to establish normative standards of performance. Normative standards allow evaluators to compare the results of one individual's performance on a test or instrument to the performances of other individuals who have taken the same test.

Vocationally-oriented assessment tools include:
- Interest inventories,
- Aptitude and dexterity tests,
- Work sample systems, and
- Other appraisal instruments.

Informal assessment information is frequently incorporated with formal assessment results in preparing comprehensive reports or vocational profiles.

Comprehensive, formal vocational assessment should begin approximately one year prior to placement in vocational education.

2.4 Discussion: Further Understanding Vocational Assessments

Pose the following questions to the group and ask for responses to each.
- How are informal and formal vocational assessments different?
- What barriers could be present for persons with disabilities being assessed with formal assessments that are norm-referenced?
- Which type of assessment, informal or formal, might a paraeducator most often be involved with?
- What are some of the benefits of informal vocational assessment?
- What are some of the benefits of formal vocational assessments?

2.5 Lecture: Types of Informal and Formal Vocational Assessment

Present the **Types of Vocational Assessment** handout and transparency **(H2/T4)**. Three types of vocational assessments will be discussed:
- Functional assessment,
- Psychometric tests, and
- Curriculum-based assessment.

Functional Assessment
Functional assessment provides a comprehensive framework of factors to be considered in vocational planning and transitional preparation. A functional description of an individual with a disability includes what he or she can do, learn, and achieve. Functional assessment focuses on a person's skills within natural environments such as his or her home, school, and local community. The person's ability to deal with a variety of factors in each of these areas will impact his or her overall integration in work and community living. Because of this, ecological or environmental assessment, which assists in analyzing the demands of different environments, adds an important dimension to the assessment process.
Through functional assessment, the barriers to integration in various places can be identified and adjustments can be made. A basis for defining areas needing attention and subsequent planning and problem solving can also be established. Functional assessment can take the form of inventories, checklists, and interview forms. The vocational implications of the individual's strengths and needs are addressed as a part of the functional assessment.

Functional assessment can serve two purposes.

- The information can be used to compare or verify how the student or individual functions in a work or hands-on training environment.
- Functional assessment results can also be integrated into the vocational assessment report or profile recommendations.

Psychometric Tests

When tests are used to measure attributes of an individual (e.g., interest, personality, aptitude), they are called psychometric tests. Generally, these tests are developed by testing a large sample of students throughout the country and producing what are called norms. Norms describe a "normal" range of scores yielded by the test. This type of testing has both benefits and drawbacks that need to be understood when interpreting the information collected. On the positive side, norm-referenced psychometric tests give precise results. On the negative side, the norms are based upon the scores of those students who were part of the original sample. The student being assessed may not be like these original students, making interpretation of his or her test scores uncertain.

When a student is involved in psychometric testing, certain questions should be asked.

- Were the individuals in the normative sample similar in age and educational background to the individual being tested?
- Is there any information available in the test manual for interpreting the results of an individual with a disability, such as the individual being tested?
- If too much dissimilarity between the individual and the normative group exists, interpret the test results with caution and common sense. Even in this circumstance, however, the basic information provided by many of these tests is useful and can be used creatively to plan for students with unique needs.

Curriculum-Based Vocational Assessment

An alternative vocational assessment approach, known as Curriculum-Based Vocational Assessment (CBVA), is currently gaining recognition as a useful way to gather vocationally relevant data. This emerging form of vocational assessment is similar to curriculum-based assessment, which is widely used by classroom teachers to evaluate a student's mastery of concepts that are taught. CBVA uses performance-based procedures developed and implemented by teachers from their own curriculum. It is a continuous process that teachers use to answer questions about instruction and the special service needs of vocational education students.

CBVA often begins with a review of the student's records and existing assessment data. Vocationally related information is then collected by structuring the teacher's observations of

the student within the classroom or vocational setting. Assessment may include how the student uses tools and how he or she works with other students in class. This information-gathering approach enables teachers and others to observe and record behaviors in a natural setting, specifically, what a student is able to do and is interested in doing. Other appraisal techniques may be used as a part of the process, such as interest and aptitude measures.

CBVA is sometimes used to complement a comprehensive vocational evaluation or it may actually supplant more formal types of appraisal services. Successful use of CBVA requires training for regular, special, and vocational educators. It also underscores the importance of school personnel working together as a team to ensure that information about students is collected from all relevant areas. CBVA is now being implemented as a fully developed system.

2.6 Activity: Functional or Psychometric Assessment?

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of functional and psychometric assessment.

2.6.1 Steps
- Distribute the **Functional or Psychometric Assessment?** handout **(H3)**.
- Have the participants take about 10 minutes to complete the handout on their own.
- When finished, have the participants break into groups of two or three to compare and discuss their answers.
- When the groups are finished, return to a large-group format and go through the handout, keeping in mind that some of the responses may fit into either category depending on the rationale. It is more important to support a response reasonably than to have the "right" answer. *F* = Functional Assessment, *P* = Psychometric Assessment
  - Written portion of the driver's license test. *F*
  - Road test portion of the driver's license test. *F*
  - IQ test. *P*
  - Personality test (norm-referenced). *P*
  - Job interview. *F*
  - SAT/ACT. *P*
  - Learning-Style Inventory. ***Could show up in either category, depending on which learning style inventory the participant has experience with.***

2.6.2 Discussion: Functional or Psychometric Assessment?

Engage the participants in a discussion regarding functional vs. psychometric assessment, using the following questions as a guide.

- What other common assessments could be included in this list? Which category would they fall into and why?
- If you were an employer, which type of assessment might you incorporate? Support your answer.
- Do you see any trends in education today that lean toward a particular assessment method? Is this a positive, negative, or both?

2.7 Activity: Curriculum-Based Vocational Assessment and the NFL

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of CBVA.

2.7.1 Steps

- Have the participants break into groups of three or four.
- Distribute and review the **Curriculum-Based Vocational Assessment and the NFL** handout **(H4)**.
- Instruct the groups to compare, discuss, and write about the parallels between CBVA and the assessment process the coach will go through to build a competitive team. For example, compare wording:
  - ➥ Teacher = Coach
  - ➥ Vocational setting = Football field
  - ➥ Records = Statistics
- The groups may need to refer to the **Types of Vocational Assessment** handout **(H2)** throughout this activity.
- When finished, have the groups share their results with the class.

2.7.2 Discussion: Curriculum-Based Vocational Assessment and the NFL

Engage the participants in a discussion about CBVA, using the following questions as a guide.

- How did this activity help you to better understand CBVA?
- Identify the unique elements of CBVA and how this represents a change from functional and psychometric assessments.
- Can you think of any other organizations that reflect the principle elements of CBVA? Support your answer.
- Can you think of any movies that have the elements of CBVA in the storyline? Support your answer.

Goal 3: Describe the process of job development.

3.1 Discussion: Marketing and Job Development

Promoting supported employment in the community and developing jobs with specific employers requires a new perspective on the part of service providers. Service providers' agencies are typically staffed by people who have backgrounds in human service fields. However, marketing and job development in supported employment require staff to take a business-like approach, since one customer of the service is the private sector employer. Marketing requires creating, promoting, funding, and distributing services that accommodate the needs of the employment community, as well as the needs of the consumers who have disabilities. Marketing revolves around a system that provides services that are valued by employers and consumers, and does not necessarily mean marketing an individual client.

In addition to marketing supported-employment services to employers, job development may also be new to service providers. While marketing introduces and promotes the concept, job development means actually securing specific jobs that can then be matched with an individual seeking employment. Most development techniques are techniques commonly used in acquiring jobs. One can become familiar with local employment opportunities by determining the needs of community employers.

Once access to an employer has been gained, it is important for the service provider to sell the employer on the benefits of the service. To do this, the service provider must have a good understanding of the service being offered and of the potential needs of the employer. Supported employment relies on the services provided by the agency rather than on the particular strengths of any specific student or client. Therefore, the mission statement of the organization should emphasize those services and should have a business focus. This point is illustrated in the following two mission statements:

- The purpose of the Heavenly Hearts Mission is to help people with handicaps receive the love and attention they deserve. By allowing us to work in your business, you will be serving the less fortunate in your community.

vs.

- Employment Plus provides employers with access to a labor pool and offers training, evaluation, and supervision of the employees at no extra cost. Employment Plus also guarantees production that meets the standards of the employer.

The second mission statement is more dignified and reflects appropriate services. Because it has a business tone, it is more likely to result in greater employer participation.

Engage the participants in a discussion centered around possible procedures for job development. Ask the group for specific examples.

3.2 Discussion: Further Understanding Marketing and Job Development

People who have severe and multiple disabilities encounter an additional barrier to employment in that they have difficulty representing and marketing themselves and have a greater likelihood of needing assistance with their individualized representation.

Present and review the **Job Development Responsibilities** transparency **(T5)**. Job development is a process involving a variety of responsibilities.

- Recruitment of employers.
- Identification of job areas.
- Identification of job tasks.
- Job matching with specific individuals.
- Identification and arrangement of supports.

Present and review the **Job Development Process** transparency **(T6)**. The job developer will:

- Recruit the interest of employers and initially identify the nature of the jobs;
- Complete a detailed job analysis to identify job tasks;
- Job match with a specific individual; and
- Arrange for supports.

Pose the following questions to the group, asking for answers and checking for understanding. Clarify concepts where needed.

- What process is currently being utilized in your school district to place students with developmental disabilities in jobs?
- How is that process similar and/or different from the process discussed here?
- What do you see as the role of a paraeducator in this process?
  - Keep community contacts positive.
    - When you are involved in community based training and/or community outings, how are the student(s) representing themselves?
    - How are they perceived?

➥ Familiarize yourself with community businesses.
⇒ What types of jobs are out there?
➥ Assist in gathering information and assessment that will be used in the job matching process.
- Why should paraeducators be familiar with this process?
➥ Paraeducators should be familiar with the "big picture" to understand how their work with students fits into the education/transition process.
➥ To understand that the educational environment expands beyond the school.
- How can paraeducators support marketing and job development?

Goal 4: Conduct a job site analysis, ecological inventory, task analysis, and discrepancy analysis.

4.1 Lecture: Key Terms

Present and review the **Key Terms** handout and transparency **(H5/T7)**.

Job Site Analysis
- Identifies and lists the skills needed to be successful on the job.
- Provides a framework for job placement, evaluation, training, identification of accommodations, and supervision.

Ecological Inventory
- Everything an individual does on their job.
- To determine those skills needed by a particular individual in his or her current and future environment.

Task Analysis
- Technique of examining a particular task to identify each individual part of it and the processes needed to perform it.
- Provides a breakdown of skills to perform a particular task, which can be used to assess training needs.
- A task analysis can be used to evaluate barriers interfering with employee performance.

Discrepancy Analysis
- The identification and comparison of an individual's current skills with desired skills.
- Identifies skills necessary to move from the present level of functioning to the desired level of functioning.
- Discrepancy analysis can be used to evaluate training/educational needs.

4.2 Lecture: The Purpose of Conducting a Job Site Analysis

Present and review the **The Purpose of Conducting a Job Site Analysis** handout and transparency **(H6/T8)**. Job analysis is an important employment tool. It is a logical process to determine:
- The purpose of the job.

- ➥ How does this job accomplish the overall objective of the company?
- ▪ The functions of the job.
  - ➥ What activities make up the job?
  - ➥ Is there a sequence to the tasks?
  - ➥ Do the tasks necessitate any of the following:
    - ⇒ Sitting, standing, crawling, walking, climbing, running, stooping, kneeling, lifting, carrying, digging, writing, operating, pushing, pulling, talking, listening, interpreting, analyzing, seeing, coordinating, etc.?
  - ➥ How much time is spent on the job performing each particular function?
  - ➥ Would removing a task alter the job?
  - ➥ What happens if a task is not completed on time?
- ▪ The job setting.
  - ➥ Location
    - ⇒ Where are job tasks carried out?
  - ➥ Organization
    - ⇒ How is the work organized?
    - ⇒ How do workers obtain necessary equipment and materials?
  - ➥ Movement
    - ⇒ What movement is required to accomplish the essential functions of the job?
  - ➥ Conditions
    - ⇒ What are the physical conditions of the job setting (hot, cold, damp, inside, outside, underground, wet humid, dry, air-conditioned, dirty, greasy, noisy, sudden temperature changes, etc.)?
    - ⇒ What are the social conditions (works alone, works around others, works with the public, works under close supervision, works under minimal supervision, works under deadlines, etc.)?
- ▪ The necessary qualifications of the worker.
  - ➥ What are the physical requirements (lifting, carrying, kneeling, etc.)?
  - ➥ What are the general skills needed (reading, writing, etc.)?
  - ➥ What specific training is necessary?

4.3 Activity: Analyzing Your Job Site

Paraeducators will participate in an activity that provides an opportunity to practice conducting a job site analysis.

4.3.2 Steps
- This activity may be done individually or in small groups.
- Distribute the **Analyzing Your Job Site** handout **(H7)**.
- Instruct the participants to complete an analysis of their particular job site, referring to the **The Purpose of Conducting a Job Site Analysis** handout **(H6)** as necessary.
- When finished, review the completed assignments and select one or two to use as an example to share with the class.
- Ask the participants to respond to the following questions.
  - ➥ Would you be comfortable completing a job site analysis in a community business, using this format?
  - ➥ Were you able to describe your job site thoroughly using this format? Are there variables that the format did not address?

4.4 Discussion: Conducting an Ecological Inventory

An ecological inventory analyzes the specific job the student is to do, and is to be completed by school personnel that work with the student. Present the **Ecological Inventory** transparency **(T9)**, reviewing and discussing the aspects of the inventory as you complete it as a class. The effectiveness of the vocational evaluation will be enhanced by an understanding of the student's needs. When completing the description of the student's typical day, be sure to consider all areas such as transportation, mobility/accessibility, communication, self-help, and positioning/seating.

4.5 Lecture: Task Analysis

A complete analysis of each activity included in a job duty schedule will need to be completed prior to bringing the student to a job site. The teacher or job coach (paraeducator) should:
- Observe co-workers performing the task, identifying each step that is completed.
- Perform the job, modifying the steps as necessary.
- Check with the supervisor to ensure that the task is being performed

correctly.

Each step of a task analysis should consist of one observable behavior that can be taught individually. Phrase the steps in the second person so they may be used as verbal prompts during instruction (e.g., "Wipe the counter top."), while making references to things that are observable (e.g., "Push the green button.").

A good task analysis assists the teacher in organizing instruction, providing consistent training, and evaluating the student's performance.

4.6 Activity: Task Analysis: "Clean the Toilet"

Paraeducators will participate in an activity that provides an opportunity to conduct task analysis, demonstrating their understanding of necessary elements.

4.6.1 Steps

- Present the **Task Analysis: "Clean the Toilet"** transparency **(T10)**.
- As a class, identify the steps necessary to clean a toilet. Remind participants:
  ➥ Each task should be stated in observable terms.
  ➥ Steps should be phrased in the second person so that they can be used as verbal prompts during instruction.
- Write the steps on the transparency.
- When finished, review the steps as a class and ask the participants if there are any they would like to alter, recording changes as needed.
- Present the **Task Analysis: The Steps of Cleaning the Toilet** transparency **(T11)**, reviewing and comparing to the task analysis the class preformed.

4.6.2 Discussion: Task Analysis: "Clean the Toilet"

Discuss what the class could have done to improve the initial task analysis.

- Did they miss the some of the steps?
- Did they make assumptions that should have been part of the sequence of steps?
- Were their steps specific enough?
- What impact would visualizing the activity over doing the activity have had on their analysis?

4.7 Activity: Task Analysis: "Make a Peanut Butter and Jelly Sandwich"

Paraeducators will participate in an activity that provides an opportunity to further understand conducting task analyses.

Note to Instructor: You will need to supply the following materials for this activity.

- A loaf of bread.
- A jar of peanut butter,
- A jar of jelly,
- A knife,
- A paper plate, and
- Paper towels.

4.7.1 Steps

- Explain that a you will be conducting a second task analysis as a class, but that you will be allowing them to observe a task while noting the steps.
- Select a volunteer to make a peanut butter and jelly sandwich.
- As the volunteer slowly makes the sandwich, have the class break down the steps, while the instructor records the steps on the **Task Analysis: "Make a Peanut Butter and Jelly Sandwich"** transparency **(T12)**.

4.7.2 Discussion: Task Analysis: "Make a Peanut Butter and Jelly Sandwich"

Engage the participants in a discussion regarding task analysis, using the following questions as a guide.

- Is this a stronger task analysis than the first? Why or why not?
- If asked to do a task analysis for a student in your school, how would you approach it?

Point out that when conducting a task analysis, always keep in mind that:

- A job should be analyzed to determine if discrimination is part of the task and, if so, how can this be "built" into the task analysis. For instance, many individuals with severe disabilities may be unable to distinguish clean vs. dirty. In the toilet cleaning task analysis, one could analyze cleaning the toilet and determine a pattern that must be followed to wipe the top, sides, seat, and inside of toilet which would always result in a clean surface.
- Efficiency should always be considered.
- The use of natural cues or material prompts could also be built into

a task analysis to facilitate skill acquisition. For instance, the student could be taught to use work supplies as a cue for task completion or assistance in moving from one step to another. An example might be putting the "pink" cleanser in all toilets that need to be cleaned as the first step in the task analysis. The presence of cleanser in the toilet would provide a cue that a bathroom stall has not been cleaned.

4.8 Lecture: Discrepancy Analysis

Discrepancy analysis may be used as a tool for identifying skills that need to be taught, modified, or adapted in order for a student to be able to complete a task.

The framework of a discrepancy analysis can be thought of as the "what is" to the "what should be' and the "current skills" to the "desired skills."

Discrepancy analysis involves a series of steps.
- Identify what the desired skill or outcome is.
  - ➥ Mike will independently fill out his time sheet.
- Assess the student's current skills that apply to that outcome.
  - ➥ Mike can write his name.
  - ➥ Mike can access the time sheet.
  - ➥ Mike can read the time sheet.
- What skills does the student need in order to move from his or her current abilities to the desired outcome?
  - ➥ Mike cannot identify how many hours he has worked on a given day. He will need to develop the skill of determining the amount of time he has been on the job.

4.9 Assignment: Conducting a Discrepancy Analysis

Distribute the **Conducting a Discrepancy Analysis** assignment **(A1)**. Instruct participants to consult with their supervising teachers to complete a discrepancy analysis on a student they are currently working with. Set aside time for discussion during the class session the assignment is due.

Goal 5: Demonstrate job matching procedures, modifications, and adaptations.

5.1 Discussion: Job Matching

Distribute the **Job Matching** handouts **(H8/H9)**. Have the class take a few minutes to read through the scenarios on their own. When finished, engage the participants in a discussion regarding the scenarios. Ask the participants to identify the elements in each experience that led to a successful job match.

Job matching can be defined as the process of pairing an individual with a specific job. Creating a successful job match consists of careful client/student assessment and analysis of job site requirements. The information gathered for the job match focuses on job-related factors that can make or break job success, not on task specific skills. Assessment relies on the intuitiveness of the professional and his or her ability to gather functional information from as many sources as possible.

There are a few guidelines for creating a job match.
- Active awareness of the businesses (large and small) within the community.
- Know what types of jobs are available in local businesses.
- Form connections between students and businesses on an informal and formal basis.
- When a job becomes available that you feel might fit the needs and/or interests of an individual (or individuals) you are assisting, make arrangements to conduct a job site analysis and task analysis, if appropriate.
- Compare information gathered through vocational assessments regarding students' interests and abilities.
- Make initial contact with the employer.
- Look for natural supports.
- Assist the student and employer in preparing for interviews, training, etc.
- Remember marketing information!

Now, ask the participants to think back on the scenarios in their handout and to identify the elements just reviewed, clarifying where needed.

5.2 Lecture: Modifications and Adaptations

Present and review the **Modifications and Adaptations** transparency **(T13)**. Reasonable

Accommodation is an issue of importance to people with disabilities who are pursuing employment. The Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) require employers to make reasonable accommodation to the needs of qualified applicants or employees with disabilities, so as to enable these individuals to perform essential job functions.

It is important to differentiate between a modification and an adaptation. A modification is a change or alteration in product or task. An adaptation is a change in process, resulting in the same product or task sequence.

Using an academic assignment as an example:
- A teacher has assigned a five-page report on subject X.
- Student A: Will write the report, but will have three pages instead of five pages (modification).
- Student B: Will write the full five-page report, but will need additional time to complete it (adaptation).

Modification and adaptation on the job include changes or adjustments an employer makes to:
- The work area.
  - Moving work area to an accessible location.
  - Eliminating hazards to worker safety, such as inappropriately placed furniture or equipment.
- An individual's work schedule.
  - Flexible work hours.
  - Permitting rest periods.
- The equipment an individual must use to do the job.
  - Lowering/raising a workbench or seat.
  - Substituting arm controls for foot controls.
  - Providing TTY or TDD equipment for workers with hearing impairments.

5.3 Discussion: Identifying Appropriate Modifications and Adaptations

Refer to **4.6 Activity: Conducting A Task Analysis: "Clean the Toilet"** and, as a class, brainstorm about what modifications and adaptations could be made for a student that is significantly visually impaired. Write the modifications and adaptations on a sheet of chart paper.

Refer to **4.7 Activity: Conducting A Task Analysis: "Make a Peanut Butter and Jelly Sandwich"** and, as a class, brainstorm about what modifications and adaptations could be made for a student that has the use of only one arm. Write the modifications and adaptations on a sheet of chart paper.

Now, as a class, discuss the suggestions and which are modifications and which are adaptations, clarifying as needed.

Goal 6: Identify the embedded skills necessary for successful job performance.

6.1 Lecture: A Review of Embedded Skills

Embedded skills are functional skills that are incorporated into the larger curriculum. These may be referred to as "sub-skills." There are four embedded skills areas:

- Social Skills,
- Communication Skills.
- Motor Skills, and
- Functional Academic Skills.

It is important to identify the embedded skills necessary for a particular objective. It is also key to determine if the student has those necessary embedded skills and to develop those skills as needed.

6.2 Discussion: Identifying Embedded Skills in Vocational Environments

Ask the participants to consider their own work environments. Engage the participants in a discussion of skills in each of the four embedded skill areas: social, communication, motor, and functional academic. Use the **Identifying Embedded Skills in Vocational Environments** transparency **(T14)** to record the various skills that a paraeducator must have to be successful at his or her job.

Pose the following questions to the group and ask for responses.

- Do you think your students may have to deal with some of the same embedded skills we have identified?
- Why is it important to identify these embedded skills for students moving into vocational environments?
- What can be done in the school environment to prepare a student for a vocational environment (in terms of embedded skills)?

Goal 7: Identify natural supports for stability and the maintenance of jobs.

7.1 Discussion: Natural Supports for Stability and Maintenance of Jobs

It is within the actual work environment that the natural support mechanisms of co-workers and supervisors come into play. Supports are one way to help people with disabilities become more independent and able to control the direction of their lives. No one person is the same, with or without a disability. Every individual needs some level of assistance to succeed. The challenge is to match each person to an individualized array of supports to meet personal goals directed at living and working in the community.

Ongoing (natural) supports, as defined in the amended regulations for the Federal Supported Employment Program (Federal Register, June 24, 1992, p. 28438), are those needed to support and maintain an individual with a severe disability in a supported employment. Ongoing (natural) supports are activities and relationships that help a person maintain a job in the community. Supports differ for each individual and vary in type and intensity for the duration of employment.

It is difficult, typically, for a person with severe disabilities to take full advantage of all the support resources available to assist him or her achieve personal employment goals. Just because a support is available at the workplace, doesn't mean that he or she will automatically access it or benefit from its use. Frequently, individuals with disabilities do not know what potential supports are available, how to choose among the alternatives, or how to go about accessing a desired support.

A critical factor in the use of a variety of supports is the presence of a knowledgeable resource who assists an individual with a disability in identifying, choosing, and accessing the needed supports.

A natural-support approach refers to enhancing or linking individuals to existing social supports in the work environment that are available either informally (co-workers and peers on the job) or formally (from supervisors and company sponsored employee programs). A coworker could be used as a job trainer for the supported employee, promoting a mentor relationship between the supported employee and others in the environment. The co-worker might use cues as a means of sustaining new behaviors by the supported employee. There are other areas to be drawn from when looking at natural supports:
- Friends and family members in supportive roles, and

■   Volunteers from the work site or members of the community.

Again, each individual has unique needs to consider when identifying natural supports. Each job site has its own culture that will impact the number and types of supports available. It is important to be creative in identifying possible supports, to allow the individual being supported to choose from the alternatives, and to allow access to the natural support in a manner that does not change or alter the relationship in a significant way.

7.2 Discussion: Further Understanding Natural Supports

Engage the participants in a discussion of natural supports, using the following questions as a guide and clarifying where needed.
- What are the natural supports?
- How can natural supports be encouraged?
- Why are natural supports preferred to individuals that are paid to support the individual?
- How did your groups identify natural supports?
- Everyone has natural supports in the work place. It may be a friend, mentor, or someone in a different role completely. Identify a natural support that you have relied on in the workplace.

Module D Handouts

Module D: Vocational Skills and Job Coaching

1.   Define the rationale for providing vocational instruction.

2.   Identify formal and informal vocational assessments.

3.   Describe the process of job development.

4.   Conduct a job site analysis, ecological inventory, task analysis, and discrepancy analysis.

5.   Demonstrate job matching procedures, modifications, and adaptations.

6.   Identify the embedded skills necessary for successful job performance.

7.   Identify natural supports for stability and the maintenance of jobs.

Types Of Vocational Assessment

Functional Assessment

- Provides a comprehensive framework of factors to be considered in vocational planning and transitional preparation.
- Focuses on a person's skills within natural environments such as his or her home, school, and local community.
- Ecological or environmental assessment.
- Identifies barriers in work and community living.
- Defines areas needing attention so that subsequent planning and problem solving can be established.
- Can involve inventories, checklists, and interview forms.
- Can appraise competencies, such as, using transportation, independent living and decision-making skills, and interpersonal relationships.
- Can be used to compare or verify how the student or individual functions in a work or a hands-on training environment.
- Results can also be integrated into the vocational assessment report or profile recommendations.

Psychometric Tests

- Are used to measure attributes of an individual (e.g., interest, personality, aptitude).
- Are developed by testing a large sample of students throughout the country and producing what are called norms. Norms describe a "normal" range of scores yielded by the test.
- Positive: Norm-referenced psychometric tests give precise results.
- Negative: The norms are based on the scores of those students who were part of the original sample. The student may not be like these original students, making interpretation of his or her test scores uncertain.
- Provides basic information that can be used creatively to plan for students with unique needs.

Types Of Vocational Assessment
(continued)

Curriculum-Based Vocational Assessment
- Currently gaining recognition as a useful way to gather vocationally relevant data.
- Similar to curriculum-based assessment.
- Uses performance-based procedures developed and implemented by teachers from their own curriculum.
- Is a continuous process that teachers use to answer questions about instruction and special service needs of vocational education students.
- Process often begins with a review of the student's records and existing assessment data.
- Vocationally-related information is collected by structuring the teacher's observations of the student within the classroom or vocational setting.
- May include how the student uses the tools and how he or she works with other students in the class.
- Enables teachers and others to observe and record behaviors in a natural setting.
- Sometimes used to complement comprehensive vocational evaluation or it may actually supplant more formal types of appraisal services.
- Information from the CBVA can then be compiled with other assessment information and a vocational profile of the student can be developed more fully. This profile or report should specify classroom and vocational goals, as well as methods of instruction. It is also important to identify any needs that should be addressed.

Functional or Psychometric Assessment?

Below is a list of common assessments many adults will take or have taken through experiences in school, work, and/or the community. Based on your knowledge of the assessment type and what you understand about the elements of functional and psychometric assessments, place the common assessments in the appropriate category.

F = Functional Assessment   **P** = Psychometric Assessment

_____ Written portion of the driver's license test.
_____ Road test portion of the driver's license test.
_____ IQ test.
_____ Personality test (norm-referenced).
_____ Job interview.
_____ SAT/ACT.
_____ Learning-style inventory.

Curriculum-Based Vocational Assessment and the NFL

There is a new team being formed in the NFL. The coach has acquired a base group of players and will be recruiting. He will need to conduct preliminary and ongoing assessment in order to assign positions and build on player skills.

Key Terms

Job Site Analysis
- Identifies and lists the skills needed to be successful on the job.
- Provides a framework for job placement, evaluation, training, identification of accommodations, and supervision.

Ecological Inventory
- Everything an individual does on their job.
- To determine those skills needed by a particular individual in his or her current and future environment.

Task Analysis
- Technique of examining a particular task to identify each individual part of it and the processes needed to perform it.
- Provides a break down of skills to perform a particular task, which can be used to assess training needs.
- A task analysis can be used to evaluate barriers interfering with employee performance.

Discrepancy Analysis
- The identification and comparison of an individual's current skills with desired skills.
- Identifies skills necessary to move from the present level of functioning to the desired level of functioning.
- Discrepancy analysis can be used to evaluate training/educational needs.

The Purpose of Conducting a Job Site Analysis

- The Purpose of the Job
  - ➥ How does this job accomplish the overall objective of the company?

- The Functions of the Job
  - ➥ What activities make up the job?
  - ➥ Is there a sequence to the tasks?
  - ➥ Do the tasks necessitate any of the following:
    - ⇉ Sitting, standing, crawling, walking, climbing, running, stooping, kneeling, lifting, carrying, digging, writing, operating, pushing, pulling, talking, listening, interpreting, analyzing, seeing, coordinating, etc.?
  - ➥ How much time is spent on the job performing each particular function?
  - ➥ Would removing a task alter the job?
  - ➥ What happens if a task is not completed on time?

- The Job Setting
  - ➥ Location
    - ⇉ Where are job tasks carried out?
  - ➥ Organization
    - ⇉ How is the work organized?
    - ⇉ How do workers obtain necessary equipment and materials?
  - ➥ Movement
    - ⇉ What movement is required to accomplish the essential functions of the job?
  - ➥ Conditions
    - ⇉ What are the physical conditions of the job setting (hot, cold, damp, inside, outside, underground, wet humid, dry, air-conditioned, dirty, greasy, noisy, sudden temperature changes, etc.)?
    - ⇉ What are the social conditions (works alone, works around others, works with the public, works under close supervision, works under minimal supervision, works under deadlines, etc.)?

- The Necessary Qualifications of the Worker
  - ➥ What are the physical requirements (lifting, carrying, kneeling, etc.)?
  - ➥ What are the general skills needed (reading, writing, etc.)?
  - ➥ What specific training is necessary?

Analyzing Your Job Site

Apply the information you have been given on job site analysis by analyzing your job as a paraeducator.

Position Title: _____

Level: Elementary School   Middle School   High School   Other: _____

- The Purpose of the Job

- The Functions of the Job

- The Job Setting

- The Necessary Qualifications of the Worker

Job Matching: Tony

Tony was a social, 19-year-old, high school student with Down Syndrome. He loved participating in school-based jobs, such as recycling and assembling client folders for a local veterinarian office.

As part of Tony's transition programming, assessment information was gathered on his skills and vocational interests. Tony had expressed an interest in working at a local restaurant, because, "They make my favorite spaghetti." He thought he could cook or help wash the dishes, because, "I wash the dishes after dinner and do a better job than my big brother."

Tony had a friendly relationship with Annie, the woman who ran the kitchen at his high school. She always made a point of saying hello and asking how Tony's day was going (while giving him larger-than-normal portions of lunch).

Tony's teacher approached Annie about possible volunteer jobs that students might be able to perform in the kitchen. Annie was thrilled at the idea of having extra help and gave the teacher three job descriptions. After reviewing the job descriptions and visiting the kitchen to complete task analyses of the jobs, the teacher reviewed her case load students for an appropriate match.

Tony had the necessary skills and interest for the dishwashing job. It would be one hour a day. Tony agreed to an interview and was training the next week.

After a year in the volunteer job, Annie offered, and Tony accepted, a three-hour a day position, paid. After graduating, Tony became a full-time employee of the school district. Although Tony says he will work in the kitchen "forever," he has acquired work related skills and experience that would make him marketable in other businesses, like the restaurant that makes someone's favorite spaghetti.

Job Matching: Amy

Amy recently turned 21 and has one more semester of high school. A year ago, it seemed that finding Amy a place to work would be nearly impossible. Functional assessments conducted at school indicated that Amy had moderate to severe behavioral difficulties that were interfering with her ability to attend to vocational tasks. Amy had been diagnosed with Autism at the age of three. Her parents were active in providing Amy with extra supports in recreational and learning opportunities. Everyone on the school transition team believed that Amy had a variety of skills that would make finding a job a reasonable goal. The decline in Amy's behavior when she turned 18 had her parents and teachers concerned, yet still determined to find a job match.

Despite Amy's behavior, which included yelling, "planting" herself, refusing to move, and throwing objects, she was included in several job site visits. The purpose of the visits was to allow the students to see the various jobs within a business and to ask questions of the employer. The job site visits went very well. Amy's inappropriate behavior decreased significantly in the community and no incidents occurred at the job sites. Amy began to show more interest in vocationally related activities at school and expressed interest in the local recreation center as a job site.

The recreation center currently employed a person with disabilities that had graduated from the same high school as Amy. They were interested in exploring a volunteer position for Amy on a part time basis (two hours a day, three days a week). The job included washing and folding towels. Amy had the necessary skills, but wanted the job mostly because she liked the idea of working at the recreation center.

After six months, Amy was given an increase in hours and greater responsibilities. Within the next two months, Amy was offered a paid position on the weekends. She has since learned how to ride the local bus independently and is exploring further job training for a promotion within the recreation center.

Module D Assignments

Conducting a Discrepancy Analysis

Consult with your supervising teacher and conduct a discrepancy analysis with a student you are currently working with.

1.   What task is the student working to achieve?

2.   Write a statement about what you would like the student to do (observable behavior). Example: Maria will wash her snack dish independently.

3.   What skills does the student currently demonstrate toward that goal?

4.   What skills does the student need to develop (possibly with modifications/ adaptations) to achieve the desired outcome, completion of the task?

Module D Transparencies

Module D: Vocational Skills and
Job Coaching

The PAR²A Center

- *Define the rationale for providing vocational instruction.*

- *Identify formal and informal vocational assessments.*

- *Describe the process of job development.*

- *Conduct a job site analysis, ecological inventory, task analysis, and discrepancy analysis.*

- *Demonstrate job matching procedures, modifications, and adaptations.*

- *Identify the embedded skills necessary for successful job performance.*

- *Identify natural supports for stability and the maintenance of jobs.*

Definition of Vocational Assessment

Vocational assessment is a systematic, ongoing process designed to help students understand vocational preferences and potential.

The process may include:
- *Observations,*

- *Anecdotal information,*

- *On-the-job tryouts,*

- *Classroom performance examples,*

- *Tests, and*

- *Work samples.*

Vocational Assessment Provides Information About...

The PARA Center

- *Career Development Background*

- *Interests*

- *Aptitudes*

- *Special needs*

- *Learning Style(s)*

- *Work Habits and Behaviors*

- *Personal and Social Skills*

- *Values and Attitudes Towards Work*

- *Self-Concept*

- *Work Tolerances*

Types of Vocational Assessment

The PARA Center

- *Functional Assessment*

- *Psychometric Tests*

- *Curriculum-Based Vocational Assessment (CBVA)*

Job Development Responsibilities

Job development is a process involving a variety of responsibilities.

- ▪ *Recruitment of employers.*

- ▪ *Identification of job areas.*

- ▪ *Identification of job tasks.*

- ▪ *Job matching with specific individuals.*

- ▪ *Identification and arrangement of supports.*

Job Development Process

The PARA Center

The job developer will:

- *Recruit the interest of employers and initially identify the nature of the jobs;*

- *Complete a detailed job analysis to identify job tasks;*

- *Job match with a specific individual; and*

- *Arrange for supports.*

Key Terms

The PAR*A* Center

Job Site Analysis

- *Identifies and lists the skills needed to be successful on the job.*

- *Provides a framework for job placement, evaluation, training, identification of accommodations, and supervision.*

Ecological Inventory

- *Everything an individual does on their job.*

- *To determine those skills needed by a particular individual in his or her current and future environment.*

Key Terms
(continued)

The PAR·A Center

Task Analysis

- Examines a particular task to identify each part and the processes needed to perform it.

- Breaks down skills needed to perform a particular task, which can be used to assess training needs.

- Can be used to evaluate barriers interfering with employee performance.

Discrepancy Analysis

- The identification and comparison of an individual's current skills with desired skills.

- Identifies skills necessary to move from the present level of functioning to the desired level of functioning.

- Can be used to evaluate training/educational needs.

The Purpose of Conducting a Job Site Analysis

Is to determine...

- *The Purpose of the Job.*

- *The Functions of the Job.*

- *The Job Setting.*

- *The Necessary Qualifications of the Worker.*

Ecological Inventory

Student Information

Name: _____ **Date of Birth:** _____

Diagnosis: _____ **School/District:** _____

Grade/Special Education Placement: _____

Time	Task	Student's Participation	Devices Used	Problem's Encountered
7:30 a.m.	Get off bus.	Partial	None.	Student needs prompt to get off bus.
8:00 a.m.	Punch time clock.	Independent	Time clock, time card.	None.
8:15 a.m.	Setup work station.	Partial	Jig, bolts, plastic bag.	Student has difficulty gettting materials ready for work.

Completed By: _____

Date Completed: _____

Task Analysis: "Clean the Toilet"

LiSkllD-T10

Task Analysis: The Steps of Cleaning the Toilet

1.   Put toilet brush in bucket.
2.   Pick up the cleanser.
3.   Push the bucket to the first toilet.
4.   Squirt the cleanser in toilet.
5.   Set down the cleanser.
6.   Pick up the brush.
7.   Tap the brush twice on side of the bucket.
8.   Brush the top of the toilet.
9.   Brush the sides of the toilet.
10. Brush the front of the toilet.
11. Dip the brush in the bucket.
12. Tap the brush twice on the side of the bucket.
13. Brush the seat of the toilet.
14. Raise the seat of the toilet.
15. Brush the inside seat of the toilet.
16. Dip the brush in the bucket.
17. Tap the brush twice on the side of the bucket.
18. Dip the brush inside the toilet.
19. Brush the inside of the toilet four times.
20. Tap the brush twice on the seat.
21. Put the toilet brush in the bucket.
22. Pick up the cleanser.
23. Push the bucket to the next toilet.

Task Analysis: "Make a Peanut Butter and Jelly Sandwich"

Modifications and Adaptations

The PAR²A Center

- *A modification is a change or alteration in a product or task.*

- *An adaptation is a change in the process, resulting in the same product or task sequence.*

Modification and adaptation on the job include changes or adjustments an employer makes to:

- *The work area.*

- *An individual's work schedule.*

- *The equipment an individual must use to do the job.*

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Identifying Embedded Skills in Vocational Environments